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AUTHOR	Ribble, Susan Ketchum
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ABSTRACT

The educational goals, as adopted formally or tentatively by the respective States, have been compiled in this single document. The goals were obtained by a survey conducted by the State Educational Accountability Repository (SEAR), a program of the Cooperative Accountability Project (CAP), administered by the State of Colorado. The predominant pattern of grouping specific goal statements under topical headings was followed as closely as possible. Except for minor changes in format, the States' educational goals presented here are exact statements of goals identified in the original documents. This edition contains goals of 42 States, and is the first revision of the original document prepared in Fall 1972 (See ED 069 049.) Most States without educational goals indicated they are in the process of developing them. Most States concentrated on learner-oriented goals; and some have developed process and organizational goals. This compilation should serve as a useful resource for States that are delineating goals as well as for States seeking to review goals already developed. (Author)

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Project Staff
Arthur R. Olson, Project Director

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Dexter Magers, Coordinator

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STATE GOALS

FOR ELEMENTARY AND SECONDARY EDUCATION

Prepared by
Susan Ketchum Ribble

State Education Accountability Repository

Division for Management and Planning Services
Wisconsin Department of Public Instruction

Cooperative Accountability Project
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PREFACE

As a first step in initiating accountability programs for education, many states have sought to define and reaffirm their purposes and priorities in elementary and secondary education. These statements of purpose, or goals, are significant vehicles both for promoting better understanding between professional educators and concerned citizens regarding the changing mission of public education, and for providing a set of ideals against which educational attainments can be measured and evaluated.

In this report educational goals, as adopted formally or tentatively by the respective states, have been compiled in a single document. The goals were obtained by a survey conducted by the State Educational Accountability Repository (SEAR), a program of the Cooperative Accountability Project (CAP), administered by the State of Colorado.

The original goal documents received by SEAR revealed that the formats used in presenting goals differed widely among the states. To insure uniformity and conciseness in this report, introductory remarks which often preceded several states' goals have not been reproduced. However, the predominant pattern of grouping specific goal statements under topical headings was followed as closely as possible. Thus, except for minor changes in format, the states' educational goals presented here are exact statements of goals identified in the original documents.

This edition contains goals of forty two states, and is the first revision of the original document prepared in Fall 1972. It is interesting to note that most states without educational goals indicated they are in the process of developing them. Most states concentrated on learner-oriented goals; some have developed process and organizational goals. SEAR hopes that this compilation will serve as a useful resource for states that are delineating goals as well as for states seeking to review goals already developed.

Susan Ketchum Ribble, Research Analyst

State Educational Accountability Repository

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ALABAMA

The mission of the Alabama State Department of Education is to ensure that every citizen in Alabama is prepared to realize his full potential for self-realization and to become a contributing member of society.

Continuing Objectives

1. To ensure that students in programs for which the State Department of Education is responsible are prepared to become constructive citizens as demonstrated by:
   - Utilization of learning skills.
   - Responsible citizenship.
   - Positive self-concept.
   - Possessing employable skills or being prepared for further education.
   - Wise use of leisure time.
   - Being able to contribute to family life.
   - Maintaining healthy living.
   - Rational decision-making.
   - Practice of acceptable social skills.
   - Appropriate moral and ethical behavior.

2. To ensure that all citizens not currently prepared to continue career, avocational, and personal development are provided an opportunity to continue their career, avocational, or personal development.

3. The resources needed to achieve the mission of the State Department of Education shall be obtained and utilized with maximum effectiveness.

Alabama State Department of Education. Revised October 19, 1971.

ALASKA

Alaskans face a great challenge in utilizing the state resources to meet the goals outlined in this paper. We have a long way to go, but we are, through sound educational planning, rising to the challenge. The opportunity is here.

The following is a summary of the goals and objectives designed to meet the educational needs of all Alaskans:

A. Goal: To provide an environment wherein each person, regardless of any conditions affecting him is continually afforded the opportunity to reach his maximum potential as an individual and as a member of society.

1. To improve preservice and inservice teacher training and provide culturally relevant teacher education. This would involve recruiting teachers of Alaska Native background as well as training non-natives to understand the Native cultures.
2. To provide kindergarten and early childhood education for all Alaskans.
3. To design and implement special education programs to meet the needs of all Alaskans requiring these programs.
4. To establish uniform, minimal educational standards and assume responsibility for the attainment of these standards.
5. To provide Alaskans with the opportunity for bilingual education. This would include the use of culturally relevant materials in the classroom as well as direct involvement of Alaska Natives in the classroom.

B. Goal: To develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society.

1. To assure that the right to read shall be a reality for all Alaskans.
2. To provide vocational education to allow all Alaskans to choose careers of their own choosing—careers related to the job market.
3. To provide the opportunity for adult education for Alaskans.

C. Goal: To provide the best possible administrative structure, services, and leadership to all entities concerned with implementing the philosophy of education previously stated.

1. To develop secondary schools to meet the needs of Alaska youth; regional, area, boarding home, and small rural secondary schools must be investigated to best meet the varying needs.
2. To initiate satellite communication for school, community, and adult education.
3. To transfer Bureau of Indian Affairs schools to state operation within five years with no reduction in the level of services offered.
4. To provide 90 percent support of a basic or required educational program according to an equalized plan for financing schools.
5. To develop a state-shared program for the construction of public schools.
6. To develop a system for collecting and disseminating data regarding students, teachers, and educational programs in Alaska for use in educational planning.

Alaska Department of Education, *Directions 70's: An Assessment of Educational Needs in Alaska*, compiled by Norma S. Bowkett, August 1970.

ARIZONA

Schools should help every student to:

- Feel good about himself.
- Gain skills in speaking, listening, reading, writing, and arithmetic.
- Be a creative thinker and make good judgments.
- Know and use good health habits.
- Choose what he would like to be in the future and prepare him for that choice.
- Accept all people, no matter how they look, talk, and live.
- Like to learn.
- Be a good citizen all through life.
- Understand art, music, literature, and drama in order to enjoy them all through life.
- Understand family life and be a responsible home member.

Arizona Needs Assessment Program, A Report of Phase I. EPIC Diversified Systems Corporation. Tucson, Arizona. 1971. Adopted by State Department of Education, September 1971.

COLORADO

The Colorado Constitution provides for establishment of a free public school system and a State Board of Education to provide general supervision of this system. The education of its children and youth is a major concern of any state or society. In a state having a democratic form of government, such as Colorado, where an enlightened citizenry is essential for its preservation and improvement, concern for an excellent education is imperative. The first responsibility of the State Board of Education in meeting its constitutional and legislative mandates is to establish general goals of education. Specific student performance objectives must then be set to meet these goals. When this is accomplished, effective planning to meet these goals and objectives can take place. The schools can then be held accountable for meeting these goals and objectives.

These educational goals and objectives are applicable to every student-citizen, and individual achievement of the goals and objectives is limited only by the resources of the student's natural and developed ability. These goals and objectives have been derived from (1) a list adopted in 1962 by the Colorado State Board of Education; (2) from citizen statements gathered during meetings held throughout the state during the past three years, and (3) research on how and why students learn.

With the understanding of the limitations of general goal statements and the conditions under which they become meaningful, the Colorado State Board of Education adopts these goals and objectives as a fundamental commitment.

General GOALS

The Colorado State Board of Education adopts the following goals so that each student in the state has the opportunity to acquire:

I. The techniques of learning which make discovery of knowledge and wisdom a functional, exciting, and lifelong process;

II. The skills of doing (computation, reading, intellectual, artistic, or physical performance) which produce satisfying participation in worthwhile human activities;

III. The confidence of knowing what is useful, relevant, and meaningful for him;

IV. The satisfaction of earning a contributing and rewarding place in the economic system;

V. The capability of being a worthy person in his relationships with others and with himself; and

VI. The job of feeling a sense of accomplishment, of contributing to the welfare of others, of having physical and mental well being, of establishing satisfying friendships.

The Performance Objectives of Education to meet these goals shall be:

I. For the Student:

1. a. All students shall develop an acceptable level of proficiency in learning skills (i.e., reading, writing, speaking, computation).
   b. Students shall develop an increasing proficiency in the use of learning skills beyond minimal levels in accordance with their mental, physical, and social ability.
2. a. All students shall show evidence of a self concept which recognizes their individual strengths and weaknesses and a realistic understanding of the strengths and weaknesses of others.
   b. Students shall show evidence of an increasing appreciation of their own abilities without infringing on the rights of others.
3. a. All students shall acquire levels of knowledge of home, community, nation, and world which enable them to function in a manner appropriate to their age and environment.
   b. Students will be expected to exhibit increasing knowledge and skill in at least one socially acceptable area.
4. a. All students shall demonstrate an expanding knowledge of the world of work.
   b. Students shall demonstrate an increasing competency and proficiency in the development of marketable skills.
5. a. All students shall demonstrate proficiency in operating in a democratic situation in a manner appropriate to their age and ability.
   b. Students should demonstrate increasing understanding of and appreciation for the democratic process.
6. a. All students shall demonstrate continuing physical development appropriate to their individual strengths and weaknesses.
   b. Students with above average physical ability shall demonstrate increasing competence.
7. a. All students shall, according to their ability and interest, enjoy a variety of experiences in the cultural arts (art, drama, music, literature, etc.).
   b. Students shall demonstrate an increasing appreciation for and proficiency in the cultural arts.

Colorado Department of Education, *Educational Goals for Colorado Citizens*, 1971.

II. For the Student in Relation to Society:

1. a. All students shall exhibit codes of behavior acceptable in society.
   b. Students shall demonstrate increasing acceptance of the responsibility for desirable conduct and self discipline.
2. a. All students shall demonstrate a knowledge of and appreciation for a democratic form of government.
   b. Students shall demonstrate an increasing competence to participate in the democratic decision-making process.
3. a. All students shall demonstrate interest in learning and an ever increasing ability to learn.

Adopted by The Colorado State Board of Education 2-9-71

CONNECTICUT

Goal Group 1–Humanism

Each student ...

- Values himself and others with positive appreciation.
- Increases his ability to understand himself and to function in his environment.
- Recognizes feelings and emotions as a component of life situations.
- Accepts changes and adapts to changing situations.
- Recognizes and accepts his strengths and weaknesses and develops his personal goals accordingly.
- Acquires an understanding of the extent of his control over his body, his mind, and his future.
- Shows concern for the welfare and dignity of others.
- Takes responsibility for his own personal development and obligations.
- Applies his accumulated knowledge and skills to present day living.
- Appreciates and supports the existence of a variety of life styles wherever he may live.
- Recognizes his strengths and weaknesses in relation to his choice of career.
- Accepts learning as a lifelong continuing process of self-development.
- Acquires an understanding of the interdependence of people.
- Listens to, and attempts to appreciate what others have to say.
- Acquires self-direction in his learning activities.

Goal Group 2–Language Arts

Each student ...

- Reads and analyzes material appropriate to his age and experience.
- Understands material that he hears appropriate to his age and experience.
- Makes judgments concerning what he has read appropriate to his age and experience.
- Relates oral messages accurately.
- Expresses himself in writing adequately in a scholastic situation.
- Expresses himself in writing adequately in a business or vocational situation.
- When speaking uses appropriate English at will.
- Expresses himself in writing adequately in a social situation.
- Locates and uses printed information essential for the decisions he has to make.
- Reads and understands material appropriate for his age and experience.
- Accepts the variety of English used for communication in different occasions.
- Has the motivation to achieve at his level of age and ability.
- Develops an interest in, and enjoys reading.

Goal Group 3–Citizenship

Each student ...

- Recognizes certain values and beliefs as important to the democratic way of life.
- Develops a reasoned commitment to the values that sustain a free society.
- Acquires the skills necessary to adapt and adjust to living in a democratic society.
- Participates in activities which involve the democratic processes.
- Recognizes and appreciates the contribution of others in the world of work.
- Is aware of the problems of international relations.
- Knows the main structure and functions of our government.
- Learns to use and interpret modern means of communication.
- Supports the rights and freedom of all individuals.
- Develops a personal commitment to order rather than chaos in the culture.

Connecticut Citizens Response to Educational Goals 1971-1972. Connecticut State Board of Education, pp. 24-32.

Goal Group 4–Science and Math

Each Student ...

- –Demonstrates a knowledge of scientific concepts and principles.
- –Demonstrates knowledge of mathematical facts, definitions and symbols.
- –Demonstrates knowledge of the concepts and principles of mathematics.
- –Demonstrates a knowledge of scientific facts.
- –Performs mathematical tasks successfully.
- –Demonstrates an understanding of the investigative nature of science.
- –Understands the role of modern technology and science in relation to his environment.
- –Applies mathematics to the solution of problems encountered in every day living.
- –Recognizes the major achievements and contributions made by past and present civilizations.

Goal Group 5–Family, Health, and Career

Each student ...

- –Acquires good safety habits.
- –Understands the relationship between health and physical activity.
- –Has habits and attitudes which will enable him to function in a career.
- –Respects the limits of physical activity as determined by his age and growth level.
- –Is aware of the potential harm which the excessive use of alcohol and/or tobacco can cause.
- –Helps and respects his own family.
- –Has habits and attitudes necessary to become an effective homemaker.
- –Plans for and makes career decisions.
- –Develops an awareness of the functions of labor and management in the economy.
- –Is aware of the potential harm which the use of illicit drugs can cause to himself and others.
- –Develops an appreciation for good workmanship.
- –Desires to become a productive citizen.
- –Acquires habits and attitudes which have proven value for health and family life.
- –Is equipped to obtain gainful and sociably approved employment.
- –Recognizes the necessity for training and/or retraining to maintain progress in his employment.
- –Should acquire the concepts, skills, and values needed as a sound basis for safe and efficient driving.
- –Develops career and occupational capabilities.
- –Participates with pleasure in physical activities as individuals and with groups.
- –Develops an avocation suited to maintain his physical vigor.
- –Develops the proficiency in physical activities that will lead to constructive use of leisure time.
- –Develops values essential to successful family and community life.
- –Develops motor skills suited to his age and growth level.
- –Acquires the ability to act as an intelligent consumer.
- –Participates in and enjoys a variety of physical activities which change according to his age and experience.
- –Accepts the worth of different dialects, accents, and other languages as valid means of communication.
- –Develops ethical, social, and spiritual values and uses them in establishing his personal goals.
- –Experiences a variety of career activities.
- –Develops the skills, knowledges, and values necessary for responsible citizenship.

Goal Group 6–The Arts

Each student ...

- –Knows about the musical resources of his community and seeks musical experiences.
- –Participates in activities related to art.
- –Develops a continuing interest and participation in literature.
- –Is able to read standard musical notation.
- –Listens to music with understanding.
- –Recognizes and accepts art as a realm of experience.
- –Gets self-satisfaction and enjoyment from many and varied writing experiences.
- –Recognizes and accepts all of the arts as a form of communication.
- –Is able to perform a piece of music.
- –Enjoys music in some capacity.

DELAWARE

Communication and Basic Skills

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to acquire a mastery of the basic skills required for obtaining and expressing ideas through effective use of words, numbers and symbols.

- To formulate ideas verbally or non-verbally through reading and listening.
- To speak fluently by being able to organize and choose materials and by using acceptable language, pronunciation and articulation.
- To acquire adequate reading skills so that he will be able to read and understand various kinds of reading materials, such as books, newspapers, magazines.
- To write clear, concise, coherent prose such as sentences, paragraphs and letters.
- To acquire a mastery of the basic concepts and techniques of the natural sciences.
- To acquire a mastery of basic mathematical concepts and the ability to perform and apply basic mathematical operations.
- To understand the basic principles of the social sciences including the behavioral sciences.

Facilitating Skills and Attitudes

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to develop attitudes and competencies which facilitate learning.

- To develop his normal desire to learn and to continue to learn throughout his life.
- To develop a capacity for abstract thinking.
- To understand and follow written and verbal directions.
- To develop good study habits.
- To develop the ability to reason logically and to judge the validity of evidence.
- To learn to study independently.
- To develop the ability to identify personal and social problems, analyze them, and make decisions regarding them.
- To develop self control and a sense of responsibility for his own decisions.
- To adapt himself to a changing society.
- To develop an understanding of change and how it influences present and future expectations.

Citizenship

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to acquire and continually improve the habits and attitudes necessary for responsible citizenship.

- To develop an understanding of the responsibilities and privileges of citizenship.
- To develop an understanding of and concern for the rights and needs of others.
- To learn to be discerning and discriminating about the problems of authority and about those who administer it.
- To be familiar with the history of the community, state, nation, and world.
- To develop a basic comprehension of our own and other political systems.
- To develop an understanding of both the strengths and weaknesses of the free enterprise system compared with other systems.
- To develop an understanding of the basic issues involved in contemporary labor-management relations.
- To develop competence in the critical analysis of news media, particularly to be alert to omissions of important facts and slanted reporting.
- To learn to weigh objectively both sides of controversial issue.
- To develop a responsibility and commitment to participate in the functioning of the community and of society as a whole.

Goal Statements for Delaware Public School Students For The 70's And 80's. The Delaware Department of Public Instruction. Planning, Research, and Evaluation Division, Dover, Delaware. September 1972. Approved by State Board of Education June 1972.

Career and Economic Competence

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to develop the prerequisites for vocational or professional competence so he may become a productive member of society.

- –To develop an appreciation for the dignity and importance of all productive work and respect for all vocations.
- –To develop his potential so that he can make an economic contribution to society.
- –To develop competencies necessary for entry and advancement in the economic system and/or in post-high school institutions.
- –To understand the value of money and develop the ability to budget and use it wisely.
- –To learn about occupational trends in his community, in the state, and in the nation.

Aesthetic and Cultural Appreciation

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to participate in creative activities and to develop an understanding of and appreciation for humanities, and the arts.

- –To determine and approach his potential in creative expression.
- –To develop a desire to use and to enjoy museums, libraries, concert halls, and other cultural offerings.
- –To develop an appreciation for art, music, literature, drama, and dance.
- –To recognize himself as part of the universe and subject to its limitations.
- –To develop avocational interests for use in his leisure time.
- –To develop an understanding of ecology and the value of natural resources.

Home and Family Relationships

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to develop an appreciation of the family as a basic unit of society.

- –To learn about and develop skills related to home and family responsibilities.
- –To understand his role and the role of each family member.
- –To recognize and understand family-type social units which are evolving in today's culture.

Human Relationships

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to develop a concern for ethical and spiritual values and an appreciation of such values to life situations.

- –To interact with his peers, teachers and administrators, and others to develop good working relationships.
- –To acquire an understanding and tolerance of persons belonging to social, cultural and ethnic groups different from his own.
- –To acquire attitudes and skills necessary for positive interpersonal and group relationships.

Self Realization

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to acquire a growing awareness of himself and of his worth as a member of society.

- –To learn to act with understanding and compassion.
- –To develop a positive self-image and a sense of belonging.
- –To develop a basic set of values and a personal philosophy.
- –To learn to make informed decisions about himself, his education and his occupational future.
- –To learn to evaluate his behavior and modify it when it conflicts with the standards of society.
- –To assess strengths he might use and weaknesses he should try to overcome or with which he must live.

Physical and Mental Health

Education in Delaware will provide the opportunity for each learner, to the extent of his individual ability, to understand the elements of his physical and emotional well-being.

- –To develop good health habits with respect to nutrition, fresh air, rest, exercise and cleanliness.
- –To develop an understanding of the conditions necessary to maintain physical and mental health.
- –To develop skills in recreational forms which will permit lifelong enjoyment.
- –To develop competence in recognizing and preventing environmental health problems.
- –To develop an understanding of the damage to health from addictive and dangerous practices.

–To develop skills which may be used in emergency illnesses and accidents, including a knowledge of how and where to obtain assistance.
–To understand how and where to seek adequate guidance and counseling.
–To develop a compassionate understanding of mental illness.
–To acquire sex education consistent with his level of maturity.

DISTRICT OF COLUMBIA

The Goal

The efforts of all school personnel shall be directed to the pursuit of academic excellence in a manner predicated on the firm belief that all normal children can learn and can reach acceptable standards of achievement. The elimination of deficiencies in the basic skills of reading and mathematics stands as the most critical professional obligation facing all school personnel. The fulfillment of this commitment will be realized only when the following goal is achieved:

Normal students enrolled in the public schools of the District of Columbia shall be taught with respect for their individual differences and shall acquire the basic skills in reading and mathematics at a rate consistent with the achievement levels reflected on a normal distribution curve of achievement.

Hugh J. Scott, *The Superintendent Reports to the Board*, District of Columbia, May 5, 1971.

FLORIDA

The Constitution of Florida provides for a uniform system of free public schools and for the establishment, maintenance and operation of institutions of higher learning and other education programs that the needs of the people may require. The Florida School Code provides for the establishment of such minimum standards and regulations as shall tend to assure efficient operation of all schools and adequate educational opportunities for all children. To these ends, the following statements are declared to be goals for public school education in the State of Florida.

PART ONE
GOALS FOR STUDENT DEVELOPMENT

I. Communication and Learning Skills. All students shall acquire, to the extent of their individual physical, mental, and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers, and other symbols.

A. All students shall achieve a working knowledge of reading, writing, speaking and arithmetic during the elementary school years, accompanied by gradual progress into the broader fields of mathematics, natural science, language arts and the humanities.

B. All students shall develop and use skills in the logical processes of search, analysis, evaluation and problem-solving, in critical thinking, and in the use of symbolism.

C. All students shall develop competence and motivation for continuing self-evaluation, self-instruction and adaptation to a changing environment.

II. Citizenship Education. All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship.

A. All students shall acquire knowledge of various political systems with emphasis on democratic institutions, the American heritage, the contributions of our foreign antecedents, and the responsibilities and privileges of citizenship

B. All students shall develop the skills required for participation in the processes of public and private political organizations and for influencing decisions made by such organizations, including competence in judging the merits of competing political ideologies and of candidates for public office.

III. Occupational Interests. All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities including a positive attitude toward work and respect for the dignity of all honorable occupations.

A. All students shall acquire knowledge of and develop an understanding of the fundamental economic structure and processes of the American system, together with an understanding of the opportunities and requirements for individual participation and success in the system.

B. All students shall develop those occupational competencies consistent with their interests, aptitudes and ability which are prerequisite to entry and advance in the economic system, and/or academic preparation for acquisition of technical or professional skills through post-high school training.

C. All students shall develop competence in the application of economic knowledge to practical economic functions (such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment).

IV. Mental and Physical Health. All students shall acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

A. All students shall develop an understanding of the requirements of personal hygiene, adequate nutrition and physical exercise essential to the maintenance of physical health, and a knowledge of the dangers to mental and physical health from addiction and other aversive practices.

B. All students shall develop skills in sports and other forms of recreation which will permit life-long enjoyment of physical exercise.

C. All students shall develop competence in recognizing and preventing environmental health problems.

D. All students shall acquire a knowledge of basic psychological and sociological factors affecting human behavior and mental health, and shall develop competence for adjusting to changes in personal status and social patterns.

V. Home and Family Relationships. All students shall develop an appreciation of the family as a social institution.

A. All students shall develop an understanding of their roles and the roles of others as members of a family, together with a knowledge of the requirements for successful participation in family living.

B. All students shall understand the role of the family as a basic unit in the society.

VI. Aesthetic and Cultural Appreciations. All students shall develop understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities and the arts.

Department of Education, *Goals for Education in Florida*, Tallahassee, Florida, 1971.

A. All students shall acquire a knowledge of major arts, music, literary and drama forms, and their place in the cultural heritage.

B. All students shall be active in one or more fields of creative endeavor, and develop skills in the creative use of leisure time.

C. All students shall acquire competence in the critical evaluation of cultural offerings and opportunities.

VII. Human Relations. All students shall develop a concern for moral, ethical and spiritual values and for the application of such values to life situations.

A. All students shall acquire the greatest possible understanding of and appreciation of themselves as well as of persons belonging to social, cultural and ethnic groups different from their own, and of the worthiness of all persons as members of society.

B. All students shall develop skill in interpersonal and group relationships, and shall recognize the importance of and need for ethical and moral standards of behavior.

PART TWO
ORGANIZATION GOALS

VIII. Development of Strategies. The Department of Education shall insure that instructional strategies developed for use in the state system of public education are designed to mazimize the probability that all students will achieve appropriate educational objectives.

A. Teaching/learning strategies shall be designed to meet the personal needs of all students.

B. Teaching/learning strategies shall be directed toward achievement of the goals and objectives for student development established for the state system.

C. Teaching/learning strategies shall be developed in cooperation with and through the involvement of parents, students and lay citizens.

D. Self-renewal of the public education system shall be insured through the creation of new knowledge about teaching and learning, and the application of such knowledge to the development of tested alternatives to existing practice.

E. Development of a variety of feasible alternative strategies for reaching educational objectives shall be insured through the application of systematic planning techniques, including analysis of probable consequences.

IX. Implementation of Strategies. Instructional and administrative strategies shall demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives.

A. Proven strategies shall be implemented on a continuing basis throughout the state system.

B. Maximum school/community participation shall be achieved in the implementation of strategies.

C. Professional educators at all levels in the state system of public education shall participate in the decision-making process with respect to implementation of strategies.

X. Evaluation. The performance of the state system of public education shall be evaluated in terms of the achievement of its students and the efficiency of its processes.

A. Evidence of student learning shall be fully utilized in evaluating the effectiveness of school programs.

B. Teaching/learning strategies shall be regularly evaluated on the basis of (1) their effectiveness in bringing about the achievement of stated objectives, and (2) their efficiency in terms of resources expended.

C. The principles of educational accountability shall be applied to all appropriate aspects of the state system of public education.

GEORGIA

PRODUCT GOALS

Concern for the individual is deeply rooted in our cultural heritage. The foundation of our nation is a supreme commitment to the individual person. The Declaration of Independence asserts that each person has certain inalienable rights and that the individual is the source of all government authority. Fundamental to the functioning of our government is the protection of those rights and response to the needs of all citizens.

Technology, population dynamics, urbanization, economic affluence and the move from an agrarian to a technological society are causing cultural shift. Change is all about us. Its presence often seems the most credible fact in our experience. The ever widening world of our experience has led some observers to cite the growth of knowledge as being doubled every eight and one-half to 12 years. In the field of science alone a whole new era has emerged as a result of the accomplishments of NASA's Mercury, Gemini and Apollo programs. Uncertainty, complexity, continuous change and increased rate of population growth have caused many psycho-social effects on human behavior resulting in alienation of some individuals from their culture. Exposure to cultural malaise including disintegrating patterns of family and community life and cultural poverty have led to lack of clarity in the goals and values. These conditions of our society do not make individuality less essential. They point rather to the necessity of placing additional emphasis on the individual as the focal point in all endeavors, especially in education.

It is appropriate, then, that the Product Goals for education in Georgia should be directed to the development of the individual. Even though these goals identify certain common qualities, characteristics and behavioral patterns that will make life more satisfying and rewarding for all individuals, the pervading consideration in the goals is that the fullest development of each individual's potential be emphasized and the continuous inspiration for achievement of this potential be provided.

THE INDIVIDUAL AND HIMSELF

Every individual has certain inherent basic needs just because he is a human being. These are the great driving, striving forces in each individual that cause him to seek continually to make himself more adequate to cope with life. The drives to fulfill these needs are a motivating force in behavior that enable the individual to develop a sense of esteem and adequacy and to become what he is capable of becoming. The toddler who learns to walk has a compelling urge to use his power. Youths struggle for independence from their parents because they must become individuals if they are to lead a normal life. Adults strive for a sense of accomplishment.

The tremendous changes expected to take place in the future with regard to progress in communications and transportation, population dynamics, technological advances and the knowledge explosion will provide a serious challenge to the individual and his ability to become a human being possessing esteem and a sense of adequacy.

The following statements describe the qualities and characteristics which the educated person should possess so that his personality, character and intellectual abilities are fulfilled to the utmost. These statements represent the desired outcomes or product goals of the educational effort.

The individual ...

A. possesses the ability to read, speak, write and listen;

B. possesses knowledge and understanding of mathematics;

C. possesses an understanding of the structure of language and is able to use this and other skills to communicate feelings, ideas and information;

D. possesses an understanding of and respect for himself—his abilities, interests, values, aspirations, limitations and uses this understanding to set personal goals;

E. possesses a personal value system that enables him to define desirable change on the basis of his understanding of the capacity of man to adjust to change and the techniques to control change;

F. values and recognizes creativity as a basic human need;

G. possesses a personal philosophy of his reason for existence;

H. knows and practices socially acceptable behavior;

I. possesses the knowledge, skill, ability and desire for life-long growth in arts areas of his choice;

J. possesses the attitudes and skills to pursue learning as a life-long process;

K. possesses the ability to analyze, synthesize, draw conclusions, make decisions and secure information from a wide variety of sources;

L. possesses a personal value system which maintains individual integrity in group relationships;

Georgia Department of Education, *Goals for Education in Georgia*, Atlanta, Georgia, 1970.

M. possesses the attitudes and personal values that enable him to cope with adversity;
N. understands and accepts the relationships of rights and responsibilities;
O. possesses knowledge, understanding and appreciation of his heritage;
P. possesses a knowledge, understanding and appreciation of, and exhibits an interest in, science and the role of science in our society;
Q. possesses the ability to make responsible decisions regarding the use of time;
R. values and seeks sound mental and physical health through good nutrition; understands biological processes and functions; understands the effects of drugs, alcohol and tobacco; knows how, when and where to secure medical services; and understands the emotional and social aspects of human sexuality.

THE INDIVIDUAL AND OTHERS

Our associations with other persons are continuous. From the infant's first cry until man's last breath, life is lived in patterns of informal relationships with others. No infant can grow to maturity without the care of many adults, nor can he fully achieve emotional maturity unless he learns to care for others. The quality of caring makes important differences among individuals. The infant is born completely selfish. He screams at three in the morning without concern for his mother's need for rest or his father's daily work demands. As we mature emotionally, our task is to expand the strong concern for self into caring more sensitively and deeply about more and more people.

By 1985 the individual in Georgia is likely to be forced into adjusting to changes in life style caused by increased urbanization and increased mobility of population. If present trends continue, the population will consist more and more of people who were not born in the state. Conversely, the Georgian will more than ever before live in various parts of the country and of the world and in locations different from the community in which he was born and raised. He will have to accept the fact that most of the world's population does not speak his language, does not dress as he does or live by his value systems. The individual's patterns of relationships with others from all races, nations and creeds will call for recognition and acceptance of his fellow man at school, at church, at the shopping center, at work, in the neighborhood and in the community. Extensive interaction of wide varieties of people might eventually lead to a population less differentiated culturally. However, the transition period is immediately before us and can be endured less painfully and more successfully if Georgians are prepared for the change.

High population density, which accompanies urbanization, tends to create social pathologies in the form of heightened rates of mortality, sexual promiscuity and perversion, crime and social disorganization in general. Desirable relationships, a sense of belonging and caring about others can have a counter effect on these conditions.

Technology and automation on the job often limit person to person contact and cause the individual to be isolated. As the need for more group contact becomes critical under these conditions, one should be able to establish warm personal relationships away from the job with neighbors and friends.

The following statements describe qualities and characteristics which the educated person should possess so that he will establish desirable relationships with others. These statements represent the desired outcomes or product goals of the educational effort.

The individual ...
A. appreciates the value of the occupations of others;
B. possesses the ability to adjust to changes in human relationships brought about by geographic and social mobility;
C. possesses the social willingness to live in a racially integrated society;
D. possesses the ability and desire to participate in community service activities;
E. possesses the ability to understand and cope with dissent;
F. possesses a personal value system which emphasizes concern for one's fellow man;
G. recognizes that every man, unless restricted by his own actions, has the right to participate actively and freely in social, political and economic affairs so long as the rights of others are not violated;
H. possesses an understanding and appreciation of racial, religious and national groups and their contributions to the history and development of our culture;
I. accepts the responsibility of preserving the rights and property of others;
J. possesses the ability to identify common goals and to cooperate with others in their attainment.

THE INDIVIDUAL AND THE GOVERNING PROCESS

If each individual were solitary and self-sufficient, each could rule himself, and there would be no need for government. Man as a social creature is neither solitary nor self-sufficient. He enters into varied and innumerable relationships with others, expecting advantages and satisfactions of various kinds. These social relationships depend on some minimum of order and regularity. It is conceivable that all social relationships might be ordered on the basis of custom, habit and unwritten agreement. However, the history of human societies is a history of conflict as well as of voluntary cooperation. Government, then, is the tangible form by which society applies coercive restraining power to

insure a firm framework of public order, within which men can order their social life. the snap

In a free society, government also presides over the struggle for social change. It is an active force in the forming of economic and social conditions. It ensures that some agency speaks for the governed and protects their interests in the outcome of conflicts so that the public order is not imperiled. However, government is not alien or external to society. It is an essential instrument of men and as such must be responsive to them. As men's habits, customs and agreements change, so must government change. As the need for economic and social changes becomes apparent, government must act to bring about these changes.

As Georgia moves into a post-industrial, pre-technological society, her governmental and political institutions are likely to change. The technological society of the future calls for the inclusion of all persons in decision-making and the governing process.

The demand for greater economy and efficiency in government and the desire for more government services is likely to change the structure of government in Georgia. This will probably cause a growth of intergovernmental cooperation among counties, among municipalities and between municipalities, special service districts and counties. It is predicted also that a greater partnership will exist among federal, state and local units of government.

The following statements describe qualities and characteristics which the educated persons should possess so that he is capable of participating in and benefitting from participation in the government process. These statements represent the desired outcome or product goals of the education effort.

The individual ...

A. understands the structure and functions of local, state and national government;
B. understands and accepts the responsibilities and privileges of American citizenship;
C. possesses a commitment to law and understands the processes and purposes of law and the American judicial system;
D. possesses knowledge and understanding of international relations;
E. understands freedom as the right to make choices within the framework of concern for the general welfare;
F. understands the citizen's role in decision-making processes of American government and politics;
G. is committed to the values defined in The Bill of Rights;
H. knows and understands concepts of taxation;
I. possesses knowledge and understanding of current political issues;
J. considers public office as a public trust;
K. understands how public education is administered;
L. is committed to the concept of accountability for the use of public resources;
M. knows how to secure and utilize community services;
N. respects the offices of appointed and elected officials;
O. seeks opportunities to participate in the governmental processes.

THE INDIVIDUAL AND SOCIAL AND ECONOMIC INSTITUTIONS

The individual spends the greater part of his waking hours in social and economic institutional settings. This institutional structure exercises power and authority in society, lending sanction and exerting control over human conduct. It fulfills also the basic needs of communion with others and a sense of belonging.

Social and economic institutions are formed in response to the basic interests and needs of a particular culture. They change slowly with the passage of time as different biological, political, geographical, sociological or economic conditions bring about changes in the interests and needs of the culture. These institutions may be characterized by face-to-face communication, contact or cooperation between or among individuals as in the family or the church. They may be more formal in their organization as are the corporation, fraternal groups, the military or the trade union.

Social and economic institutions act as agents of socialization for individuals, and the degree to which the individual relates to each of the agents depends on the relevance the agency has for him. Lack of relevance often creates a sense of alienation. By and large, social deviance occurs when the individual becomes alienated from the activities, goals and values of his society and when he does not or cannot play a vital role within the structure of society. The young person who has no constructive role in his family, in the classroom or in the community may become a run-away or a drop-out, or he may withdraw into a deviant subculture.

Conditions indicate that our social and economic institutions are more and more becoming characterized by their lack of relevance to the individual. Individuals fail to identify with the institutions. They do not feel in touch with the sources of power and the processes of decision-making. They are unable to work within the institutions easily and for the mutual benefit of themselves and the institutions.

The following statements describe qualities and characteristics which the educated person should possess so that be is capable of achieving full participation and benefits from social and economic institutions. These statements represent the desired outcomes or product goals of the educational effort.

The individual ...

A. possesses the knowledge and skills of an intelligent consumer of goods and services;
B. possesses knowledge, understanding and skills pertaining to personal finance and money management;
C. possesses the ability and desire to use effectively the learning resources of the community;
D. is aware of the social, economic and political implications of technology;
E. possesses knowledge of the principle economic, social and political systems of the world;
F. recognizes the role of the family, religions and community organizations in defining values in a changing society;
G. possesses the motivation to make the community a desirable place in which to live;
H. possesses knowledge and understanding of production, distribution and consumption of agricultural and industrial products;
I. supports the free and voluntary exercise of religious choice.

THE INDIVIDUAL AND HIS PHYSICAL ENVIRONMENT

The ambition of man has always been to control completely his immediate environment. He has shaped, manipulated and used the products of nature for his own accommodation and economic gain. In earlier times natural resources were thought to be inexhaustible. However, as the demands that could be satisfied by nature became broader in scope and depth, the limits of natural resources have been more clearly established.

The requirements placed upon nature through human conduct have, in many instances, made man's environment unbearable for all forms of life. Man has drained the swamp and watered the desert. He has leveled the forests and built great cities. He has cut highways, expressways and canals to connect them all. His automobiles and factories pollute the very air needed for life, and his wastes pollute the very water needed for survival. His land development practices and uses, his buildings designs and placement of highways have been motivated by economic concerns rather than regard for his physical environment and the continuing conservation of natural resources.

Man needs a healthful environment in which to live, and a healthful environment needs man's consideration. An understanding of the natural processes in the human environment is needed, as is an accommodation with it so that man can fully use the capacities and capabilities of nature for his own benefit with minmal detriment to his environment.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of living in accommodation with his physical and natural environment. These statements represent the desired outcomes or product goals of the educational effort.

The individual ...

A. uses knowledge and skills in the arts and sciences to enhance his own natural and physical environment;
B. possesses an understanding of how technology alters the natural and physical environment;
C. possesses the desire to obtain and maintain a healthful natural and physical environment;
D. possesses an appreciation of the beauty of nature;
E. values and demands the conservation and proper utilization of land and other natural resources;
F. possesses knowledge and understanding of man as an integral part of nature, and as such the quality of life is proportional to the harmony he achieves with all aspects of his natural environment.
G. possesses an understanding of the social; economic and political implications of population growth.

THE INDIVIDUAL AT WORK

The health of the individual and the success of society depend largely on how man and his work are linked to each other. Work has a greater effect than any other aspect of living in placing man in a position that is linked to reality. Yet, man does not often value work highly. Seldom does he seek it as he seeks other opportunities for gratification. However, work is needed as an avenue to gain social acceptance and to seek the achievement of independence and freedom. The reconciliation of the paradox brought about by man's aversion to work and his desire to influence events in his life comes when individual incentives and rewards of work are inherent in the system.

In the future the individual in Georgia who fails to finish high school will have fewer opportunities for employment. The manual labor he once would have done will be done by machines. Automation and other technological applications will provide many new jobs in technical areas that will require a higher level of job skills development.

Of equal importance to the individual are the changing employment patterns in Georgia other than those brought about through automation and technological applications. They are the changes brought about through changing social forces. In the future the individual will undoubtedly be part of a racially integrated work force. It is also likely that he will be a much more mobile person. If present trends continue, he will be changing from blue-collar to white-collar occupations and from rural to urban living conditions. Unless the individual is able to adjust to these changing social conditions, he will encounter difficulty even though he may possess the job skills which are needed.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of gaining social acceptance and the achievement of independence and freedom in his work. These statements represent the desired outcomes or product goals of the educational effort.

The individual ...

A. possesses an appreciation of work as desirable and necessary;
B. upon leaving high school possesses the basic skills necessary for further study or entry into the world of work;
C. understands and values the functions, relationships and responsibilities of labor and management in a free society;
D. possesses knowledge and understanding of workmen's compensation, social security, retirement systems, employment insurance and other employee benefits;
E. possesses the necessary knowledge of how and where to seek employment and the skills to be able to apply for a job and participate in a job interview;
F. possesses knowledge and understanding of a wide variety of occupational fields;
G. possesses a tentative occupational or career goal and an education/training plan to achieve this goal;
H. is able to function as a follower, co-worker or a leader in work;
I. possesses pride in workmanship and accomplishment;
J. respects and cares for the property of his employer and fellow workers;
K. possesses ability to adjust to changing jobs and job requirements;
L. recognizes the impact of science and technology on jobs and job requirements;
M. knows where to obtain additional education and training;
N. understands and accepts the necessity of avoiding discrimination in employment practices.

THE INDIVIDUAL AT LEISURE

The individual has certain human needs which impel him to seek outlets for expression. Worthwhile use of leisure time contributes to man's satisfaction and mental health. Games and sports provide the opportunity for competition and a socially acceptable expression of aggressive drives. The arts and crafts become avenues for satisfying creative urges. Team play, parties and group fellowship provide outlets for man's need for belonging and acceptance. Catching fish might satisfy his need for accomplishment. Climbing a mountain or exploring a cave might satisfy his desire for adventure.

Worthwhile use of leisure time also contributes to physical health. Medical scientists have discovered that lack of physical activity plays a large part in steadily increasing rates of heart and artery diseases. Muscles are meant to function. Exercise helps to control weight, reduce tensions and improve the efficiency and capacity of the heart and lungs.

Leisure also is a complement to work; it is free time. The worthwhile use of it provides a balance in the culture where many jobs, no matter how necessary, provide little opportunity for creativity and self-expression.

Even more so than in the past, the physical work done by man in the future will be reduced by the process of technology. As more and more people seek employment commensurate with their education and training, the large urban areas will no doubt continue to increase in population. A gradual decrease in work hours probably will continue. Earlier retirement and an increasing number of years in which people enjoy good health and are active after leaving their life work are likely to continue. A trend toward more holidays and longer vacation periods is predicted. Families and neighborhoods appear to be less self-sufficient than they were in a primary agriculturally oriented society.

All of these factors point to the necessity for each individual to place additional emphasis on the development of those skills and attitudes that will contribute to sound physical and mental health through the pursuit of worthwhile leisure time activities.

The following statements describe qualities and characteristics which the educated person should possess so that he is capable of making worthwhile use of leisure time. They represent, then, the desired outcomes or product goals of the educational effort.

The individual ...

A. recognizes recreation as a vital part of human life including participation in recreational activities which provide physical fitness throughout life;
B. uses as a listener, participant, and/or observer one or more of the arts or crafts in recreational and leisure time activity, e.g., music, visual arts, drama, woodworking;
C. possesses and practices a code of responsible personal behavior when using public and private recreational facilities;
D. possesses sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time in some avocational pursuit;
E. is able to participate alone or with others in recreational and leisure time activities.

HAWAII

Educational purposes, commonly referred to as educational objectives, indicate the ends to which our educational system should direct its efforts. For purposes of this plan, we have developed a revised set of educational purposes that we believe to be relevant and responsive to present and future conditions.

There are four primary sources of these educational purposes: the process by which an individual acquires a passion for knowledge and a pleasure in knowing; the local, national, and world society, its customs, habits and values; the characteristics of the learner himself which contribute to his full development; and the basic institutions of government, agriculture, industry and business that contribute to the well-being of society.

The purposes of public education are:

A. To assure that each student acquires, to the fullest extent possible, the basic skills of speaking, reading, writing, listening, computing and thinking.
B. To encourage and foster in each student a positive attitude toward the school environment and toward the learning process.
C. To make certain that individual students acquire an understanding and appreciation of the roles of science and technology in improving our way of life.
D. To encourage the individual student to acquire the attitudes and skills of intelligent leadership, cooperation, and service.
E. To ensure that individual students understand and appreciate other individuals belonging to social, cultural, and ethnic groups different from his own.
F. To make certain that each individual student acquires sound habits of mental and physical health.
G. To foster and encourage in the individual student an understanding and appreciation of the fine arts and to express himself creatively through them.
H. To develop an individual understanding of family responsibility.
I. To assure that the individual student acquires the understanding of ethical and moral questions that will enable him to consider and adopt a set of values which will guide his behavior.
J. To make certain that individual students acquire insights and skills which lead to vocational productivity.
K. To assure that each student acquires an understanding of the forces that bring high productivity and a rising standard of living in the nation and the world.

Department of Education State of Hawaii, *Digest of the Master Plan for Public Education in Hawaii*, Honolulu, Hawaii, January 1970.

IDAHO

GOALS OF THE IDAHO DEPARTMENT OF EDUCATION

The Idaho Department and State Board of Education are vitally concerned with the quality of educational experience of every child in Idaho schools. The statements of value and principle set forth in the philosophy reflect the nature of that interest. For this reason, the intent and meaning of the goals of the Department and State Board of Education are best understood when read in the light of the document to which they are appended.

It is clear that the goals of the Department and State Board of Education can only be pursued through the contact of these agencies with their immediate client system, the local education agencies. Accordingly, the goals of the Department and State Board have been formulated in terms of their relationships with local agencies rather than in terms of the ultimate aims of all public education, i.e., the socialization and acculturation of individual learners.

The goals of the Idaho Department and State Board of Education are to assist local education agencies in:

A. developing school communities which offer every student maximum opportunities for acquiring a sense of personal worth and dignity, self-confidence, and self-respect;
B. developing administrative and organizational climates most conducive to the social and cultural growth and adaptivity of students;
C. designing and implementing instructional programs which provide students with effective access to the world of knowledge and equip them with the necessary learning and problem-solving skills to become life-long exploiters of this dimension of their lives;
D. promoting the health, safety, and physical development of students;
E preparing students for enlightened and dignified participation in the world of work and for responsible management of their own economic and civic affairs;
F. identifying and solving their own unique problems through continuous communication and cooperation with school patrons;
G. developing and maintaining effective systems of accountability to school patrons; and
H. fostering educational research and the implementation of promising developments.

State of Idaho Department of Education, *Philosophy of the Idaho Department of Education*, revision of 1962 statement, Boise, Idaho.

ILLINOIS

The Substantive Goals of Education

In order to establish a foundation for any action program for educational reform, the substantive goals of education in Illinois must be specified. The following section discusses these substantive, learner centered goals. These goals deal with the desired end products of education (behaviors of learners). The goal statements have resulted from analysis of the testimony presented at the public hearings and the Statewide Conference on Goals and Priorities and represent the principal substantive concerns of the witnesses and participants.

The substantive goals ... are not listed in order of priority. Each one is regarded as being as important as every other goal. Secondly, the responsibility for achieving them rests with many human elements: parents, teachers, administrators, school board members, and students themselves.

The educational system must:

- Provide opportunities which help students master the basic skills of reading, communication, computation, and problem solving.
- Provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward learning.
- Foster a feeling of adequacy and self-worth on the part of all students.
- Provide opportunities for students to express the full extent of their creativity.
- Provide experiences which help students adapt to a world of change.
- Provide an environment which brings about appreciation for and positive attitudes toward persons and cultures different from one's own.
- Provide equal educational opportunities for all.
- Provide every student with opportunities in training for the world of work.
- Provide experiences which result in habits and attitudes associated with citizenship responsibilities.

Action Goals for the Seventies: An Agenda For Illinois Education, May 1972.

KANSAS

I. The Kansas educational programs shall provide for all people in Kansas continuous and successful acquisition of skills, knowledge, and attitudes which are appropriate and conducive to individual personal growth and development necessary for a productive and satisfying life in a changing society.

A. Students should acquire, appropriate to individual progress, mathematics skills which include the following:
1. the ability to transpose a verbal presentation of mathematical processes (oral or written) into symbolic form (One example of this is to be able to solve "word problems.");
2. the ability necessary to interpret the results of mathematical operations done by others, including graphs and other pictorial presentations;
3. the concept of data processing, including data collection methods and how computers work;
4. the insight that the operations and relations in mathematics form an abstract, logical system and that each part of the system has applications to several concrete situations.

B. Students should demonstrate, appropriate to their educational level and personal objectives, communication skills which include:

Writing–
1. an ability to write, displaying preferred grammar usage, spelling, and syntax;
2. an ability to write, demonstrating legible cursive writing;
3. an ability to write clearly and effectively for social, scholastic, and occupational communication and for creative expression.

Listening–
1. an ability to react and respond to thoughts of others, to ask questions, to listen attentively, to follow directions, and to gain information by listening;
2. an ability to comprehend and make inferences from what they have heard;
3. an ability to listen critically to what they have heard.

Speaking–
1. an ability to participate in discussion;
2. an ability to logically organize thoughts, information, ideas, and feelings;
3. an ability to speak, demonstrating:
   a. preferred grammar usage and syntax,
   b. clear enunciation,
   c. vocabulary and ideas appropriate for educational level.

Reading–
1. an ability to recognize words, demonstrating a knowledge of phonics and word structure;
2. an ability to read aloud with preferred pronunciation and intonation;
3. an ability to read with comprehension, demonstrating recognition of word meanings, understanding of interrelationship of ideas, and remembering information;
4. an ability to interpret what they have read by making inferences and by demonstrating knowledge of literary devices;
5. an ability to display appreciation and enjoyment of reading.

C. The school age population of Kansas should develop an attitude of open-mindedness toward change, an understanding of the nature of social and institutional change, and the appropriateness of alternative change strategies.
D. A structured program in career awareness should be developed to provide on the elementary level cognizance of the wide range of careers in our society and the roles and requirements of the employees in those careers, on the junior high level an opportunity for "hands-on" exploratory experiences necessary in career decision-making, and on the secondary level a salable skill for (1) entry into the world of work or (2) preparation for post-secondary education with eventual employment.
E. Vocational Education programs at the secondary and post-secondary levels should be designed to emphasize specialized and/or technical training in those occupational areas determined by manpower needs to have high employment potential in Kansas, including opportunities for women.
F. Each public educational institution under the authority of the State Board of Education should provide the opportunity for education for all out-of-school youth and adults. (Continuing education is defined as a flexible program

State-wide Goals for Education in Kansas. Topeka, Kansas: Kansas State Board of Education. July 6, 1972.

of educational experiences for learners to continue in their growth of skills, techniques, and expertise in an ever changing occupational, sociological, or avocational field.)

G. Each citizen should appreciate the need for and develop and implement a lifelong plan to attain and maintain an optimal level of physical, mental, and nutritional health.

H. As an integral part of the total education program, physical education should promote physical and mental health development of each student through one of its following three areas:

1. class instruction,
2. extra-class activities (e.g., intramurals, extramurals, recreation clubs),
3. interscholastic athletics.

I. All students (K-12) should demonstrate the ability to select foods which provide a balanced and healthful diet.

J. Nutritious breakfasts and lunches should be available in all schools at a price within the financial means of the students.

K. All schools (K-12) should provide instruction in values and citizenship and in social relations which will enable the learner to demonstrate attainment of the following outcomes:

Values and Citizenship–

1. a concern for the equal dignity of every individual;
2. a concern for the welfare, a knowledge of every right and freedom of all individuals, and a responsibility to the society in which he lives;
3. a pride in the learner's own ethnic group, nation, or culture;
4. an acceptance of the learner's role as a group member and as a citizen;
5. a support of free and honest communication.

Social Relations–

1. an understanding of cultures different from the learner's such as food, shelter, clothing, occupations, and unique social relations;
2. an understanding of society's influence on the learner's way of thinking and way of life;
3. an understanding of how the learner may affect the progress, conditions, and forces operating in the world around him;
4. an awareness of the interdependence and interrelationship among peoples, regions, and nations;
5. an awareness of the contributions of many different peoples to the learner's way of life;
6. a knowledge of the means of communication between individuals, communities, states, and nations;
7. an ability to compare and contrast rural and urban, farm and city, and affluent and low income ways of life;
8. an awareness of how and why social groups develop and change such as family, school, and community;
9. an awareness and understanding of the various ethnic and socioeconomic life styles common to our total culture.

L. All school districts should provide activities to help all students become aware of their academic abilities, social experiences for the students to become aware of their abilities to function within their social groups, and vocational experiences for the students to become aware of their particular occupational abilities, interests, and potentialities.

M. All schools in Kansas should provide students and faculty with functional safety awareness and sense of responsibility. Safety awareness should become an integral part of the curriculum and should be associated with the immediate environment.

N. The curriculum of Kansas schools should include consumer education as a part of general education with the aim to ensure that each citizen will develop a systematic method or approach to obtain maximum benefit from personal resources.

O. Every student should have planned learning experiences in developing a knowledge of his environment.

P. Every student in Kansas schools, both elementary and secondary, should be provided organized learning experiences in one or more of the arts under the guidance of teachers as well-qualified in these subjects as other teachers are in their academic subjects.

Q. Every student in Kansas schools, under the guidance of well-qualified teachers, should have organized learning experiences in the humanities (defined as a study of the interrelationship of the arts and the humanizing influence of man's struggle to recreate his inner self in some observable art form and in verbal language).

R. Every student in Kansas–elementary, secondary, and higher education–should have planned learning experiences in developing facility in arranging ideas, detecting fallacies and discrepencies, and relating ideas so as to arrive at defensible individual conclusions and solutions.

S. Kansas students should have available the physical facilities, instructional media, staff, and information necessary to make use of all organized learning experiences in the arts and independent thinking.

T. All Kansas students should be familiar with methods of scientific inquiry.

U. All Kansas students should acquire, appropriate to their level of educational development, basic science information

relative to physical and biological phenomena, particularly as they relate to environment and personal health. (It is assumed that this is now being done. Steps must be taken to note the extent to which it is being done.)

II. The Kansas educational system, recognizing disparity of educational opportunity afforded various segments of the population, shall provide programs specific to the needs of all groups.

A. Each school district, community junior college, area vocational-technical school, and the Kansas Technical Institute should (1) determine the major underlying causes of dropouts in such district or school, (2) adopt a plan designed to make an early identification of potential dropouts, and (3) institute a program of preventive measures for the same. Cooperation should be instituted with private schools for the same type of program. (A dropout is a student who leaves school for any reason, except death, before he graduates or completes a program and does not transfer to another school.)

B. In cooperation with agencies that offer services for the blind, deaf, and multi-handicapped and for those housed in other state institutions in Kansas, all adults should have equal opportunity to obtain a high school diploma or the equivalency. (For the following purposes an adult is a person who is 16 years or older and is not regularly enrolled in a public school program.)

C. An inter-agency should coordinate programs at institutions of Kansas to implement equal education for all institutionalized people according to their needs and abilities, as identified through needs assessment, with the purpose of initiating each student's return to society and its labor force.

D. All exceptional children from birth through youth should have educational services available in local schools or cooperatives. (A cooperative is established when two or more schools pool resources for specified purposes.) These services should be provided in either specialized groupings for specific handicapping conditions or through programs providing supportive services to exceptional children and youth who spend most of their time in the general education mainstream.

E. An organized program of follow-up for students who complete programs for handicapped individuals should be in full operation.

F. The state should be fully organized in broad-based cooperative districts in which each should offer an organized program for identification of exceptional children and youth and a range of services in all areas to meet the needs of exceptional children.

G. The feasibility of a centralized educational administrative system for exceptional children should be considered.

H. All schools should provide a positive learning environment for children of bicultural-bilingual backgrounds by offering special programs in schools with 20 or more such students and by recruiting teachers of similar ethnic backgrounds to meet the educational needs of such students.

I. After a definition of "early childhood education," which can be used by all groups involved, has been established, an early childhood education program should be developed as a part of the state system of education with the coordination of all agencies working with early childhood.

J. An on-going plan with the development of a curriculum for early childhood education to provide devlopmental progression in learning appropriate for the early childhood maturity levels should be developed. Such a plan should include built-in continuity into the more formal education setting for assessment of individual development levels and possible problem areas. Extensive assistance is necessary to ensure optimum possibility of success in future organized learning experiences for both the "normal" child with his individual differences and the exceptional child with his single or multiple differences.

K. The relationship between the home and the school should be strengthened. The parents must be involved in a way such that they can provide input, support, and reinforcement for the learning tasks of the school.

L. Evidence should be obtained on each child at the beginning of first grade and/or preschool to determine the level he has reached with regard to language, visual, auditory, and tactile approaches to learning.

M. A range of program organizations including basic academic skills and social skills of daily living which emphasize continuous learning through problem solving should be in operation.

III. The Kansas educational system shall provide for the accomplishment of educational goals through the preparation and continued improvement of professional and paraprofessional personnel and utilization of the most effective educational methods and technologies.

A. All teacher preparation programs should be a cooperative effort among colleges and universities, district schools, professional agencies or organizations, and the KSDE.

B. State professional certification should be reviewed and redefined to emphasize teacher preparation in relation to more extensive and direct classroom experiences.

C. Each school district in Kansas should develop and implement a plan that will provide for continuous professional staff development.

D. Through cooperative action of local educational agencies, the KSDE should define the various duties, levels uses, etc. for the training and utilization of paraprofessionals and teacher aides.
E. In order to provide optimum educational opportunity for all students, each educational district should establish a coordinated library media program.
F. Training programs should be initiated so that each educational district will be able to provide differentiated staffing to support a full library media program at all levels.
G. Each user should have the opportunity, through library media resources and the services of a certified library media specialist, to acquire the skills needed to use effectively the equipment and the materials which he selects from a well-balanced media collection which has been developed with consideration for his interests, ability, and desire for knowledge.
H. Where such programs are appropriate, students should be on individualized learning programs designed to allow educational progress at individual rates and depth of instruction suitable to individual interests, needs, ability, and motivation.

IV. The Kansas educational system shall cooperatively develop within each school district, institution, and related agency those educational management capabilities needed to provide meaningful information and effective administration of all educational programs in Kansas.

A. Equal educational opportunities based on individual needs for students in all education units should be offered with the assistance of state financing, including incentive funding which should be provided for educational units undertaking innovative programs for improving instruction and those units having the greatest need, such as improvement of facilities or adding teachers in a basic program.
B. As an integral part of an accountability model, a needs assessment model which includes the following should be developed for use by Kansas school districts:

1. an appropriate goal categorical structure,
2. an evaluation model,
3. a management information system,
4. a goal-directed management system,
5. a cost-effectiveness model.

(Accountability has to do with assuming responsibility for the degree to which goals and objectives derived from identifiable needs are achieved. Also implied in the concept are resource allocation, goal-directed management processes, and on-going reform and adaptation.)

C. As an integral part of an accountability model, in-service activities relative to the philosophy, purposes, and methods of accountability for school district personnel and patrons should be structured.
D. Within a mechanism and information network for coordinating research efforts, the state should be divided into cooperative service areas for the purpose of providing funding and personnel to develop a component of planning, research, and evaluation in all segments of the educational enterprise. Such a component should accomplish the following:

1. develop long-range plans;
2. allocate fiscal, physical, and human resources necessary to implement those plans;
3. evaluate progress during the implementation.

E. Every school district should develop staff competencies in writing educational objectives in behavioral terms and in evaluating such behavioral objectives.
F. The KSDE Data Processing Section should coordinate the development and implementation of a management information system (MIS) which will have the capability to collect, analyze, and report timely educational information to all segments of the Kansas educational system and to develop guidelines which will coordinate all MIS sub-systems.
G. Each unified school district should have a sufficient number of students and adequate financial resources to provide excellence of education.
H. Physical facilities that are well placed, sufficient in number, and functional should be provided to create an environment which will stimulate and encourage learning for all students in Kansas.
I. Each school district should intensify the use of technological equipment to complement the human resources of the classroom.
J. There should be an on-going, formal educational needs assessment in the State of Kansas. Needs assessment studies should be accomplished in individual unified school districts in cooperation with and coordinated by the KSDE. The studies should be conducted in such a manner that the results should provide both individual district and state-wide educational needs profiles.

K. Each educational unit should develop a system of communication which systematically and analytically reacts to ideas and concerns among all elements of the educational system – students, parents, teachers, board members, administrators, and citizens at large.*

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*This sub-goal and objectives were not adopted by the State Board of Education in the meeting of July6, 1972. At that time it was suggested that the topic of "communication" be included in the goals of education in Kansas. This goal and objectives were written by the Planning, Research, and Evaluation Section and modified to reflect the views of numerous professional staff emembers of KSDE.

KENTUCKY Tentative

Educational Goals

General Education

–Skill in written and oral communication, reading, computation, and mathematical concepts.
–Understand the language common to the various learning disciplines.
–Knowledge of logical approaches for problem solving.
–Application of acquired skills to real-life situations.
–Knowledge in the various learning disciplines *(e.g.* science, social science, foreign language, etc.)
–Understand the resources available and the methods of collecting information.
–Positive attitude toward the acquisition of knowledge – both formal and informal

A certain level of proficiency in each of the general education sub-areas is basic in any educational endeavor whether in a formal or informal setting. Thus, the educational system of the Commonwealth has an obligation to provide both the climate and circumstances conducive to the acquisition of the skills, knowledge, and understandings in communications, mathematics, scientific knowledge, logic of problem solving and historical and social development.

Economic Understanding

–Consumer knowledge.
–Information on tax structures and obligations.
–An understanding of money management.
–A knowledge of the American economic system in relation to international economics.
–Demonstrate economic independence.

Advances in civilization over the centuries and particularly in the past fifty years have led to complexities in our economic system. If an individual is to function effectively in everyday living in our society, an understanding and knowledge of the components of economics must be acquired. The opportunity to acquire this information is an obligation of the educational system.

Human Relationships

–Knowledge of one's self in relation to capabilities and interests.
–Understanding the worth and dignity of other people.
–Ability to work with and relate to other individuals and groups.
–Appreciation of our culture and those attributes which have enabled man to survive and accomplish.

Population growth, modern transportation and communication systems have brought people much closer together in a living and working climate. Man's ability to cope with the pressures associated with high density population in relation

Goals of Education in Kentucky. Revised June, 1973. Action expected Fall 1973 by Board.

to other people and also in relation to his own psychological and physical well-being is of necessity a concern of the educational enterprise and must be dealt with in a positive fashion.

Citizenship

- Understanding the necessity for structured social and political organization.
- Understanding the necessity for ethical values in determining right from wrong.
- Knowledge of the interdependence of the individual's rights and responsibilities in a democracy.
- Awareness of one's relationship to his physical environment and the wise use of resources.
- Understanding the effects of technology and of population growth on the environment.
- Attitude of cooperation for the betterment of one's community and society.
- Understanding the relationship of historical occurrences to present and future planning.
- Knowledge of international relationships.
- Awareness of the importance of involvement in community affairs.

Citizenship in our society requires that an individual be not only informed and knowledgeable concerning what "good citizenship" is but also committed to and an active participant in those roles and responsibilities associated with it. The formative years during which the individual is enrolled in the educational system are crucial in developing traits and characteristics necessary to fulfill this obligation.

Creative, Constructive and Critical Thinking

- Ability to examine constructively and creatively.
- Development of individual creative talents.
- Respect for creative contributions of others.
- Application of the logical processes *(e.g.* research, analysis, evaluation, etc.).
- Critical awareness of the less obvious qualities or conditions which contribute to total understanding.

Although we operate educational programs in a group setting, we subscribe in theory to the premise that the process should attend to the needs of the individual. Thus we must constantly pursue the ideal that individuality must be preserved and a climate created whereby the talents of each student are nurtured through mutual respect and concern for the contributions each may make as he grows and matures intellectually.

Physical and Mental Well-Being

- Develop physical fitness through appropriate activities.
- Understanding of the body processes and functions.
- A positive and realistic acceptance of self.
- Development of skills for and appreciation of leisure time activities.
- Understanding and value for good nutritional habits.

The intellectual growth of the individual has consistently been the major concern of the educational enterprise. Comparatively speaking, the physical and mental well-being of the student is a concern of rather recent origin. However, this can no longer be left to chance as the schools attempt to fulfill the expectations of society and more especially answer the needs of students to acquire the skills, attributes, knowledge, and qualities essential for self-fulfillment.

Occupational Competence

- Understanding the contributions of occupations to society.
- Understanding of the variety of career opportunities.
- Acquisition of occupational skills (entry and maintenance skills).
- Ability to cope with changing occupational requirements and demands.

Promotion of the work ethic should not be the purpose of this goal but rather to convey to the individual through the educational system the challenges and opportunities open to him. Parallel provisions should also be made for each individual to adequately prepare himself for the occupation or career of his choosing with further provision for additional training or retraining should the need arise.

Cultural Appreciation

- Acquisition of knowledge of art, musical, literary and drama forms.
- Understanding of and value for the historical and cultural heritage.
- Development of aesthetic values.
- Expression of cultural values.

The progression of mankind through the different stages of civilization has been marked by the development of art, musical, literary and drama expression. Assuming that these are part of our cultural heritage, then the educational system should provide for the transmission of a knowledge and understanding of them in the society in which we live.

MAINE

We believe that:

The complexities of today's political, economic, and social institutions demand that education be offered to all youth and adults at least through grade 12. It is the responsibility of each school to offer individualized educational programs geared to the aptitudes, abilities, interests, and hence the needs of the individuals served.

Every child should feel that he is respected as a human being, that his presence in the school is "wanted" by the school family.

Every pupil should have experiences designed to assist him to learn how to work cooperatively with his peers, to respect them, and in turn to earn their respect.

Education is a privilege as well as a right. Each pupil should be challenged by the school to exert genuine effort based upon his potential in the acquisition of desirable skills and concepts. A large part of this responsibility must be shared by the home and the community.

Financing a free, public, tax-supported education should be a responsibility shared by the nation, the state, and the local community.

Each teacher must be aware that he is responsible for ascertaining the needs of each pupil and for providing learning experiences for the individual rather than for the class as a whole. Each teacher must continually evaluate his way of teaching to assure that the educational experiences to which he guides the pupils promote educational growth appropriate to each individual.

GOALS

We believe that the schools of Maine have two primary, inter-related goals: 1) to provide for each student rich opportunities to acquire the knowledge, skills, attitudes and ideals that will enable him to live his life successfully, happily and productively; and 2) to provide our American society with citizens who contribute to the support and to the improvement of its moral, social, aesthetic, economic and political values. To achieve these goals, we believe that our schools must help each individual:

A. To develop an appreciation of his own intrinsic worth and of the worth of others.
B. To develop an awareness of his own civic privileges and responsibilities.
C. To develop the capacity to discipline himself in his work, in his study, in his recreational activities and in his physical appetites.
D. To acquire a broad variety of concepts and skills, with early emphasis upon those fundamental to further learning.
E. To develop a moral and ethical commitment to contribute to the physical and emotional well-being of all mankind, including himself.
F. To learn to cope with change and to initiate change.
G. To develop intellectual curiosity and an eagerness for lifelong learning.
H. To develop capacities which will permit a wide variety of choice in the use of leisure time.
I. To ascertain his strengths and weaknesses so that he may develop realistic aspirations.
J. To develop his ability to work independently.
K. To develop improved communication skills.
L. To develop appreciation of beauty, natural and man-made.
M. To develop either a salable skill or adequate preparation to enter the post-secondary school of his choice.
N. To develop appreciation of his historical and cultural heritage.
O. To become more keenly aware of his relationship to his environment.
P. To develop a positive attitude toward his involvement in the school community and society in general.

State Curriculum Committee, *Proposed Philosophy for Maine Schools*, Maine Department of Education, Augusta, Maine, 1971.

MARYLAND

Goals of Public Education in Maryland

That each student commensurate with his ability upon completing his elementary-secondary school program will:

- Demonstrate respect for self and the rights of others.
- Have a command of the basic learning skills.
- Be prepared to continue his education or to meet the requirements of the job market in a field consistent with his interest and ability.
- Show evidence of possessing an inquiring attitude and the capability for self-development and self-direction.
- Be able to apply appropriate knowledge, skills, and attitudes to real and projected school and community situations and problems.

Statewide Goals in Reading, Writing, and Mathematics

Students in the public school systems of Maryland upon completion of programs in reading, writing and mathematics established by the local school should achieve at least a minimum level of skills and should be able to use these skills in everyday life.

Goals in Reading

Each Maryland student who has achieved the objectives for Reading established by the local school, should:

- Utilize a variety of reading materials.
- Use a word recognition system.
- Comprehend various reading material.
- Meet the reading demands for functioning in society.
- Select reading as a personal activity.

Goals in Writing

Each Maryland student who has achieved the objectives for Writing established by the local school, should:

- Use the writing process to communicate personal feelings and ideas, observing accepted conventions of writing.
- Use the writing process to respond to the demands and obligations of society, observing accepted conventions in writing.
- Value writing for personal and social reasons.

Goals in Mathematics

Each Maryland student who has achieved the objectives for Mathematics established by the local school, should:

- Recall and/or recognize mathematical definitions, facts, and symbols.
- Perform mathematical manipulations.
- Understand mathematical concepts and processes.
- Solve specific mathematical problems.
- Use mathematical reasoning and processes to meet personal and societal needs.
- Appreciate and use mathematics.

Statement on Accountability: State Board Exhibit A. Adopted January 31, 1973. *Design for Accountability: A Preliminary Report from the Advisory Council to the State Board of Education.* Adopted June 30, 1973.

MASSACHUSETTS

I. PHYSICAL AND EMOTIONAL WELL-BEING

A. Education should contribute to the learner's physical and emotional well-being, especially to a sense of personal worth and to a capacity for influencing one's own destiny.

The capacity of any individual to achieve well depends upon a healthy body, a sound mind, and a positive self-concept. Without these basic attributes of physical and mental health, advancement toward other educational goals will be more difficult.

Since current research points toward firm links between a positive self-concept and the desire to achieve and contribute in school, every effort should be made to help each learner develop a solid base for self esteem, including a sense of pride in his own individuality and a feeling of security in and responsibility for the groups of which he is a member.

It is also essential to offer programs to help the learner understand human physical and emotional development and to provide the counsel necessary to help him act with a sense of responsibility toward others. Health programs must deal effectively with the abuses and excesses of today's society such as drugs, tobacco, and alcohol, and explain the impact of these and other byproducts of this complex and mobile society upon the individual. Counseling should be available to help the learner cope with these problems.

There are, of course, many children who have some physical or emotional handicap and may have to bear such disability for the rest of their lives. Such handicaps may impair school achievement but in some instances may serve to inspire the learner to unusual intellectual or creative accomplishment. It is important, therefore, that programs for meeting the special needs of the handicapped do not isolate these children from the rest of the school population.

There are other children whose handicap is economic deprivation–lack of food and clothing. Substantial state and national documentation exists to indicate that poverty seriously affects the personal lives of thousands of children, along with clear evidence of the concomitant damaging effect poverty has on their ability to achieve in school. The school's obligation to act with understanding and compassion should be among its highest priorities.

It is not possible for educational institutions alone to accomplish this goal. Clearly, the schools must work in partnership with the family and other community agencies in promoting these many facets of physical or emotional well-being.

II. BASIC COMMUNICATION SKILLS

A. Education should develop in each learner the basic skills needed for communication, perception, evaluation, and conceptualization of ideas. Among the most important are reading, writing, speaking, listening, visual and computational skills.

Without the basic learning skills–the capacity to receive information through the senses and to interpret and respond to that information in various ways–the process of learning cannot take place. Education must, therefore, not only cultivate through sound instructional programs the natural inclination of the early learner to acquire skills by imitating others, but must also diagnose and treat problems learners have in acquiring and developing these skills.

Research points to the fact that the development of basic skills varies considerably among all learners, and thus no grade or age level should serve as an absolute standard for such development. Individual attention to each student is of great importance as is patience in instruction and encouragement toward achievement. It is essential that those whose native tongue is other than English receive training both in that language and in English.

The abilities of the learner to distinguish between fact and opinion, to learn a second language, and to comprehend and evaluate the messages conveyed by today's sophisticated media should be considered as basic educational skills. The learner of today is inundated with messages from outside the classroom and will live in a society in which the technology of communication may be much more complex than it is today. The best preparation for that day will be a solid foundation in the basic and indispensable skills set forth in this goal.

III. EFFECTIVE USES OF KNOWLEDGE

A. Education should provide for each learner access to man's cultural heritage, stimulate intellectual curiosity, and promote intellectual development.

It is popularly assumed that Renaissance man was able to encompass some knowledge in almost every area of the arts and sciences then known. Because of the vast accumulation of information since that time, such a feat is

The Commonwealth of Massachusetts Board of Education, *Educational Goals for Massachusetts*, September 1971.

impossible for the learner of today. But in our current concern to prepare him for today and tomorrow, we must not deny him the opportunity to learn something of what has contributed to his heritage up to this point.

Adventuring into history, philosophy, the arts, literature, and the sciences should be so structured as to inspire the learner with the excitement of exploration and discovery, of barriers approached and crossed, of needs recognized and fulfilled, of ideas and inspirations, and of the eternal search for truth.

While we cannot always say that man has learned from his history, he is certainly its product and so can only understand himself and his environment in the light of what has gone before. It is the accepted role of education to transmit this information; how it does so is today's challenge.

IV. CAPACITY AND DESIRE FOR LIFELONG LEARNING

A. Education should foster and stimulate in each learner the natural desire for lifelong learning and should develop the skills necessary to fulfill that desire.

Learning should be understood to be a lifelong necessity if one is to cope successfully with our complex and rapidly changing society. Learning has an added dimension. It should be appreciated as an opportunity for enrichment, for tomorrow man will have more leisure time than he has today and his sense of achievement, his happiness will depend on his ability to use that time creatively.

Education must, therefore, help the learner develop a framework for receiving new information, stimulate the desire to learn, and encourage continuous learning rather than overemphasizing the desirability of acquiring symbols of achievement such as credits and a diploma. It must prepare the learner for living with and mastering new technologies, for fruitful and happy use of leisure time, and for learning how to live with others in the increasingly close and complicated society of tomorrow.

V. CITIZENSHIP IN A DEMOCRATIC SOCIETY

A. Education should provide each learner with a knowledge and understanding of how our society functions in theory and in practice; education must also foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

Citizenship in a democratic society is meaningful when there is effective participation by individuals in its political, economic, and social institutions. Effectiveness is enhanced through knowledge of these institutions, by acceptance of responsibility for living within and improving them, by familiarity with the methods of effecting change, and by respect for the civic attitudes and behavior of others.

Citizenship in an economic sense includes responsibility for one's own economic behavior as well as concern for the development of an equitable economic structure and for the conservation of the world's resources. It also means a concern for the rights of the consumer. Citizenship in a political sense means abiding by the law and seeking to change that law when it is no longer an expression of the accepted standard of the society it serves. Citizenship in a social sense means respecting diversity and striving toward equality of opportunity in every sector of society.

This goal can probably be realized only if the educational system helps the learner develop a feeling of belonging to his society, for it is only in this atmosphere that he will feel a need to share the problems of his community as well as its assets.

VI. RESPECT FOR THE COMMUNITY OF MAN

A. Education should provide each learner with knowledge and experience which contribute to an understanding of human similarities and differences and which advance mutual respect for humanity and for the dignity of the individual.

Our society is a pluralistic one which proclaims equality of opportunity and unalienable rights for all. This opportunity and these rights cannot be assured and preserved without mutual understanding among individuals and mutual respect for differences.

Knowledge is not enough for the learner. When possible, he must also be provided with the experience of interacting regularly with those who differ from him in race, religion, social and economic status, and nationality. The learner must also be prepared to work with and respect those of the opposite sex. An understanding and respect for one's own heritage and culture is also essential since respect for others is an outgrowth of respect for one's self.

What is sought in this goal, therefore, is not assimilation or denial of differences but an understanding and appreciation of what these differences mean to individuals and to our society.

VII. OCCUPATIONAL COMPETENCE

A. Education should provide the learner with the skills, experience and attitudes, and the guidance for initial job placement; it is equally important for the learner to develop a capacity to adapt to changing conditions.

The learner rightfully should expect that education can prepare him for an attainable job by the end of secondary school. The learner also has a right to expect that education for such immediate job placement will keep other options open during high school and will make possible continuing education for career development beyond high school years. Such expectations can be met by providing programs of general educational content combined with courses necessary for job placement.

Our increasingly technological economy is changing rapidly and continuously. Economic self-sufficiency requires that programs for occupational competence be responsive to changing occupational opportunities. In addition to emphasizing the traditional skills, education should also facilitate adaptability in learning about new methods and equipment. The degree of occupational competence in a dynamic economy will depend more and more on individual responsibility, care in workmanship, and pride in the quality of effort. The schools can play a crucial role in instilling these attitudes, thus assuring for the learner a measure of occupational competence in the years ahead.

VIII. UNDERSTANDING OF THE ENVIRONMENT

A. Education should provide each learner with knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment and should develop attitudes and behavior leading to intelligent use of the environment.

Each individual has a responsibility to society to conserve and improve where possible the quality of the environment. It should be understood that the earth's resources are limited in quantity and must be respected. If such natural resources are to be used by man, this must be done in a manner which minimizes detrimental effects upon the entire eco-system. Past abuses must be checked to ensure the survivial of metropolitan areas, waterways, airways, and outlying areas against the assaults of population increase, overconsumption, and congestion.

Education has an obligation to explain the consequences of personal, corporate, and political actions which affect natural resources; to encourage attitudes which advocate wise usage of natural resources; and to identify personal, scientific, and political remedies available to concerned citizens. Learners should be helped to analyze environmental problems and to formulate corrective actions in a careful and systematic manner.

IX. INDIVIDUAL VALUES AND ATTITUDES

A. Education should expand and advance the humane dimensions of all learners, especially by helping them to identify and cultivate their own spiritual, moral, and ethical values and attitudes.

It is man's nature to develop spiritual, moral, and ethical values. These have ranged from the customs adopted by primitive man whose main objective was self-preservation to the broader concepts of individual worth and brotherly love. Without example or guidance of a positive nature, the learner may adopt trivial values and selfish attitudes which could prevent him from realizing the essence of his own humanity.

Spiritual, moral, and ethical values, however, are not learned in just one segment of an individual's life; they are not the sole prerogative of the home, the church or temple, the school, or the community but an outgrowth of experiences in all of these areas.

In general, the role of education in this mutual endeavor is indirect. There are, however, several specific ways in which the school contributes to an assimilation of these values. They include the atmosphere of the school, the types of learning experiences offered, and the kinds of teachers that the learner meets. Education must, therefore, attempt to create an aura of openness and trust in which the learner feels a responsiveness to himself and his classmates as individuals; provide educational experiences introducing the learner to the great ideas of the world's cultures; offer action programs designed to promote civic and social awareness; and, above all, supply teachers who realize that their actions and manner may have a greater impact than what they teach and who show a respect for the values and ethics of all individuals.

X. CREATIVE INTERESTS AND TALENTS

A. Education should provide each learner with varied opportunities to nurture interests, to discover and to develop natural talents, and to express values and feelings through various media.

MASSACHUSETTS

From the beginning of his existence man has interpreted the past, present and future through his art. All forms of creative expression provide channels for sharing emotions and ideas reflecting the human mind and spirit.

The learner of today should be exposed to a wide variety of experiences to advance his understanding of man's cultural heritage, to develop sensitivity and perceptivity to his environment, and to stimulate his own interests and skills. Education should nourish and develop the learner's creative talents, at the same time cultivating a respect for excellence and an appreciation for the artistic talents and interests of other people.

MICHIGAN

THE THREE GOAL AREAS

I. CITIZENSHIP AND MORALITY

Michigan education must create an educational environment which fosters the development of mature and responsible citizens.* Three goals have been identified in this area:

A–Morality
Michigan education must assure the development of youth as citizens who have self-respect, respect for others, and respect for the law.

B–Citizenship and Social Responsibility
Michigan education must assure the development of mature and responsible citizens, with the full sense of social awareness and moral and ethical values needed in a heterogeneous society. It must encourage critical but constructive thinking and responsible involvement, with consideration for the rights of all, in the resolution of the problems of our society. It must create within the school system an atmosphere of social justice, responsibility, and equality which will enable students to carry a positive and constructive attitude about human differences and similarities into their working or community relationships in later life. The schools should provide various learning experiences involving students from different racial, religious, economic, and ethnic groups; accordingly, Michigan education should move toward integrated schools which provide an optimum environment for quality education.

C–Rights and Responsibilities of Students
Michigan education must recognize and protect the individual and legal rights of students as people and as citizens, regardless of race, religion, or economic status. Together with these rights students must accept responsibilities and disciplines essential to our society. Implicit in this goal is the recognition of the corresponding rights of parents, teachers, and other participants in the educational process.

II. DEMOCRACY AND EQUAL OPPORTUNITY

Michigan education must support and advance the principles of democracy by recognizing the worth of every individual and by respecting each person's right to equal educational opportunity. Six goals have been identified in this area:

A–Equality of Educational Opportunity
Michigan education must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. It must also provide for an educational environment conducive to learning. The system must assure that all aspects of the school program–including such matters as educational goals, organization of schools, courses, instructional materials, activities, treatment of students, attitudes, and student and community representation–give full cognizance and proper weight to the contributions and participation of all groups within its structure. The school climate should accommodate the diverse values of our society and make constructive use of these values for the betterment of society.

B–Education of the Non-English Speaking Person
Michigan education must recognize and respect the need for special academic and administrative measures in schools serving students whose native tongue is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English. For example, the methodologies of foreign language instruction might be used to enable these students to gain the required fluency. Where there is a substantial population of non-English speaking students, bilingual programs should be provided in order that the students may develop their bilingual skills and enhance their educational experience rather than be forced into the position of a disadvantaged student. Such programs should extend to the provision of instructional techniques which facilitate a student's educational development regardless of his out-of-school experience with non-standard English.

*The Constitution of the State of Michigan reads: Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.
Michigan Department of Education, *The Common Goals of Michigan Education*, September 1971.

C–Education of the Exceptional Person

Michigan education must recognize and provide for the special educational needs of exceptional persons. This recognition must extend to those who are academically talented and to those who are considered physically, mentally, or emotionally handicapped.

Regarding the handicapped, Michigan education must further assure that its procedures concerning the testing and evaluation of children tentatively identified as being mentally or emotionally handicapped do not unduly penalize minority or low socioeconomic status children by precipitous referral and placement into special classes.

Every effort must be made to achieve the maximum progress possible for exceptional individuals by facilitating their movement into and/or out of special classes.

D–Allocation of Financial Resources

Michigan education must ensure that the availability and quality of publicly financed education be maintained at acceptable levels in all communities. The inability of local communities to muster sufficient resources to meet their needs must not be allowed to deprive individuals of quality education. Accordingly, the differential distribution of education funds by the State must be recognized as being justified by the differences in abilities of local school districts to meet the educational needs of all of their students. On the other hand, school districts should be able to raise additional monies in their efforts to provide for quality education.

E–Parental Participation

Michigan education must develop effective means for involving parents in the educational development of their children and encouraging them to meet their responsibilities in this regard.

F–Community Participation

Michigan education must develop effective means for utilizing community resources and making these resources available to the community.

III. STUDENT LEARNING

Michigan education must help each individual acquire a positive attitude toward school and the learning process so that, as a result of his educational experience, he is able to achieve optimum personal growth, to progress in a worthwhile and rewarding manner in the career of his choice, and to render valuable service to society. Thirteen goals have been identified in this area.

A. Basic Skills

Michigan education must assure the acquisition of basic communication, computation, and inquiry skills to the fullest extent possible for each student. These basic skills fall into four broad categories: (1) the ability to comprehend ideas through reading and listening; (2) the ability to communicate ideas through writing and speaking; (3) the ability to handle mathematical operations and concepts; and, (4) the ability to apply rational intellectual processes to the identification, consideration and solution of problems. Although the level of performance that can reasonably be expected in each of these areas will vary from person to person, the level of expectation of each individual must be accurately assessed. Continual evaluation of his aptitudes, abilities, and needs must be undertaken. Every effort must be made to afford each individual the opportunity for mastery which he needs to pursue his chosen goals, to the point of program entrance and beyond.

B.–Preparation for a Changing Society

Michigan education must encourage and prepare the individual to become responsive to the needs created and opportunities afforded by an ever-changing social, economic, and political environment both here and throughout the world. An appreciation of the possibilities for continuing self-development, especially in light of increasing educational and leisure-time opportunities, will encourage him to pursue his chosen goals to the limits of his capabilities under such changing conditions.

C.–Career Preparation

Michigan education must provide to each individual the opportunity to select and prepare for a career of his choice consistent to the optimum degree with his capabilities, aptitudes, and desires, and the needs of society. Toward this end, he should be afforded, on a progressive basis, the necessary evaluation of his progress and aptitudes, together with effective counseling regarding alternatives available, the steps necessary to realize each of these alternatives, and the possible consequences of his choice. In addition, each individual should be exposed, as early and as fully as possible, to

the adult working world and to such adult values as will enable more thoughtful and meaningful decisions as to career choice and preparation.

D.–Creative, Constructive, and Critical Thinking
Michigan education must foster the development of the skills of creative, constructive and critical thinking to enable the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling, and responsible manner.

E.–Sciences, Arts, and Humanities
Michigan education must provide on a continuing basis, to each individual, opportunity and encouragement to gain knowledge and experience in the area of the natural sciences, the social sciences, the humanities, and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences.

F.–Physical and Mental Well-Being
Michigan education must promote the acquisition of good health and safety habits and an understanding of the conditions necessary for physical and mental well-being.

G.–Self-Worth
Michigan education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society. The development of a positive self-image will enhance the individual's ability to fruitfully determine, understand, and examine his own capacities, interests, and goals in terms of the needs of society.

H.–Social Skills and Understanding
Michigan education must provide for each individual an understanding of the value systems, cultures, customs, and histories of his own heritage as well as of others. Each student must learn to value human differences, understand and act responsibly upon current social issues, participate in society and government while seeking to improve them, and seek a society where every person has equal access to the lawful goals he seeks regardless of his background or group membership. Each person must learn to develop and maintain effective interpersonal relationships.

I.–Occupational Skills
Michigan education must provide for the development of the individual's marketable skills so that a student is assisted in the achievement of his career goals by adequate preparation in areas which require competence in occupational skills.

J.–Preparation for Family Life
Michigan education must provide an atmosphere in which each individual will grow in his understanding of and responsiveness to the needs and responsibilities inherent in family life. Joint efforts must be made by school, parents, and community to bring together the human resources necessary in this endeavor.

K.–Environmental Quality
Michigan education must develop within each individual the knowledge and respect necessary for the appreciation, maintenance, protection, and improvement of the physical environment.

L.–Economic Understanding
Michigan education must provide that every student will gain a critical understanding of his role as a producer and consumer of goods and services, and of the principles involved in the production of goods and services.

M.–Continuing Education
Michigan education must promote an eagerness for learning which encourages every individual to take advantage of the educational opportunities available beyond the formal schooling process.

MISSISSIPPI

MISSISSIPPI GOALS (Rank Order)

- To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, *etc.)* and/or the basic vocational-technical skills (woodworking, welding, drafting, *etc.).*
- To provide for the special educational needs of exceptional students including those who are academically talented and those who are physically, mentally, or emotionally handicapped.
- To provide the professional school staffs at a salary comparable to the salaries of the professional school staffs of other states in the southeast region.
- To promote effective administrative leadership in the public schools of Mississippi.
- To identify and cultivate acceptable moral and ethical values within the framework of the democratic process.
- To develop an awareness of civic privileges and responsibilities.
- To develop positive attitudes toward the conditions that promote good physical and mental health.
- To provide a more equitable financial support to all school districts.
- To develop positive attitudes in the area of human relations.
- To develop a positive self-concept.
- To promote effective usage of instructional media, supplies, equipment, and materials to aid the teaching-learning process.
- To acquire self-direction in learning activities.
- To provide a program of recognition and rewards for teachers which is designed to attract and retain highly competent people.
- To provide effective programs for all school age students including those who are economically and environmentally deprived.
- To provide a State Department of Education that offers supportive services, leadership, and regulatory functions to all school districts within the State.
- To promote the utilization of programs that enhance the teaching-learning process.
- To develop positive attitudes toward the environment and its natural resources.
- To provide adequate guidance facilities and services at both the elementary and secondary levels.
- To provide for the maximum use of educational facilities throughout the school day and the calendar year.
- To provide motor skills appropriate to age and growth levels.
- To develop skills in the creative use of leisure time.
- To provide appropriate learning experiences to reduce high rates of nonpromotions in the public schools of Mississippi.
- To provide a unified program of continuing evaluation to measure the performance of students enrolled in the public schools of Mississippi.
- To provide an opportunity for all school districts to use the services provided by the educational television network.
- To provide techniques for identifying actual and/or potential dropouts and to develop programs to accommodate dropouts.
- To provide educational opportunities for adults in each school district.
- To provide an opportunity for those affected by school policies and programs to have a voice in the development of such policies and programs.
- To provide for school district reorganization by creating uniform state laws for all school districts.
- To provide an opportunity for the professional staffs of all school districts to develop competencies for writing educational objectives in behavioral and measurable terms.
- To provide a public school kindergarten program.
- To provide special physical and psychological examinations for all students.
- To provide follow-up data on the graduates of the public schools in Mississippi.
- To provide a compulsory school attendance law.
- To provide for students' involvement in planning their own learning activities.

A Ranking of Goals for the Public Elementary and Secondary Schools in Mississippi As Expressed by the Respondents from the Total Sample Surveyed. Adopted 1973.

MISSOURI

I. Intellectual Development

It is the goal of the State Board of Education that each individual will have the opportunity to develop his intellectual ability to the extent of his developmental capacity. The development of intellectual ability should include not only the acquisition of knowledge, but also the creative ability to process and use that knowledge so that each individual becomes a literate and worthwhile member of society.

In order to acquire the desired knowledge and fundamental intellectual processes, the State Board of Education believes that each individual must become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making, and aesthetic appreciation.

Communications

Each individual will have the opportunity to develop proficiency in, and a positive attitude toward: reading, writing, listening, speaking, and spelling.

Quantitative Thinking

Each individual will have the opportunity to develop proficiency in, and a positive attitude toward: numeration, computation, mathematical analysis and reasoning.

Social Processes

Each individual will have the opportunity to develop proficiency in, and a positive attitude toward: the history of man's relation to his social environment, man's relation to his contemporary environment, the development of governmental systems, the evolution of major and minor world cultures, and the development of historical and contemporary social and ethnic problems.

Scientific Understanding

Each individual will have the opportunity to develop proficiency in, and a positive attitude toward: life sciences, earth sciences, and physical sciences.

Decision Making

Each individual will have the opportunity to develop analytical skills which will enable him to make appropriate decisions related to selected natural and man-made systems of valuation.

Aesthetic Sensitivity

Each individual will have the opportunity to develop proficiency in, and a positive attitude toward: visual and performing arts, and aesthetic qualities of his environment, including both natural and man-made structures.

II. Physical Development

It is the goal of the State Board of Education that each individual will have opportunity to develop knowledge, understanding, and/or skills in the process of physical growth and maturation, health and recreation to the extent of his developmental ability.

Growth and Maturation

Each individual will have the opportunity to develop a positive attitude toward growth and maturation as well as knowledge, understanding, and skills in the processes of the human organism from conception through old age.

Health

Each individual will have the opportunity to develop a positive attitude toward health, hygiene, nutrition, and safety as well as knowledge, understanding, and skills in the principles which are necessary to insure a properly functioning body and mind.

Educational Goals for the State of Missouri, Missouri State Department of Education (Jefferson City). August 1972.

Recreation

Each individual will have the opportunity to develop a positive attitude toward games and activities as well as knowledge, understanding, and skills in group and individual games and activities.

III. Social Development

It is the goal of the State Board of Education that each individual will have opportunity to develop social skills to the extent of his developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Social and Physical Environment

Each individual will have the opportunity to develop proficiency in appropriate interpersonal relationships in the home and larger society and in the conservation of natural and manufactured resources.

Cultural Awareness

Each individual will have the opportunity to develop a respect for, and a knowledge of persons of different racial, religious, and/or social backgrounds based on meaningful personal experience.

Governmental Institutions–Citizenship

Each individual will have the opportunity to develop proficiency in appropriate skills related to participation in civic affairs; development, enactment, and enforcement of laws; and the creation and function of governmental organization.

Avocational Pursuits

Each individual will have the opportunity to develop proficiency in self selected areas of interest which provide for appropriate non-vocational use of time and other resources.

Concept of Self, Morality, and Values

Each individual will have the opportunity to develop positive moral, spiritual, and ethical values. He will develop an understanding and acceptance of himself . . his own worth and potentialities.

IV. Career Development

It is the goal of the State Board of Education that each individual be provided with systematic and sequential activities at all levels to facilitate educational-occupational decision-making appropriate to his stage of maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation, and adult occupational education.

Social Significance of Work

Each individual will have the opportunity to develop positive attitudes toward the personal and social significance of work and will have the opportunity to develop and expand his occupational awareness and aspirations.

Occupational Exploration

Each individual will have the opportunity to evaluate his interest, aptitudes, abilities, and needs as they relate to occupational roles, and will have the opportunity to explore (actual or simulated) broad occupational clusters to lead him toward tentative career selection.

Occupational Preparation

Each individual will have the opportunity to acquire the knowledge and skills in a selected occupational cluster for job entry and/or further education and upon leaving school will be provided with placement services in a job, post secondary occupational training program or a college program.

Occupational Education (Adult Training and/or Retraining)

Opportunity will be provided for each adult individual to receive training and/or retraining necessary for appropriate employment or job upgrading.

MONTANA

Through Montana education, each student should:

- Develop skills in reading, writing, speaking and listening.
- Develop habits and skills necessary to maintain physical fitness and mental health.
- Learn the rights and responsibilities of citizenship.
- Develop and apply skills which define and fulfill his or her learning needs throughout life.
- Learn his or her career opportunities and capabilities.
- Develop and apply standards for judging his or her behavior.
- Acquire a positive attitude toward learning processes.
- Learn to live in harmony with others.
- Live in harmony with and improve the environment.
- Develop an understanding of his or her role and the roles of others as members of a family.
- Be able to recognize, define and seek solutions to problems.
- Be able to cope with change.
- Acquire knowledge and skills to purchase goods and services that are appropriate to his or her needs and resources.
- Acquire knowledge and skills for developing an appreciation of beauty.
- Acquire attitudes and knowledge needed for participation in both mental and physical recreational activities.

Montana Goals for Education.

NEBRASKA

EDUCATIONAL GOALS STATEMENTS FOR NEBRASKANS

I. Each Student Should:

A. Possess the skills necessary for learning in any situation, and prepare to learn continuously at his own direction.

B. Select appropriate resources and logical processes in solving problems.

C. Respect the total range of vocations and recognize their requirements and rewards.

D. Demonstrate a knowledge of and respect for the human body and its functions.

E. Understand and respect a variety of governmental systems, and be prepared to participate in his own.

F. Have knowledge of and skill in those leisure activities which will be available when he ends his formal schooling.

G. Be prepared to be a responsible member of a family as well as other groups.

H. Realize that every person is handicapped in some manner, and willingly adjust for handicaps in others as well as himself.

I. Develop his special intellectual and creative abilities.

J. Recognize his own personal worth and dignity and that of every individual.

K. Function within society according to a personal system of values.

L. Be involved in the decisions which help to create his educational experiences.

M. Share the responsibility for protection and improvement of both his social and natural world.

N. Recognize and respect differences in cultures around the world and around his community.

II. Each Educator Should:

A. Develop and provide learning experiences which are meaningful to the world of today's students.

B. Work to insure that every educational experience is learner centered and success oriented.

C. Seek to create programs which benefit the entire community, and make use of its resources.

D. Involve both students and the community in planning for educational decision making.

E. Initiate and maintain open communication with the entire community.

III. Each Nebraskan Should:

A. Contribute a proportional share of the resources necessary for education in Nebraska.

B. Have the necessary educational resources available to him, regardless of circumstances.

C. Participate in educational planning, and the development of education goals.

IV. Each Institution Should:

A. Systematically account for both the resources it expends and the results it achieves.

B. Plan with and serve as many of the people in the area it covers as possible.

C. Make its special abilities and resources available to other institutions or individuals.

D. Seek to identify and meet the individual needs of the complete range of people that it is responsible for serving.

DEPARTMENT OF EDUCATION RESPONSIBILITIES

I. To aid in the development of materials and programs which will help students to prepare themselves for the problems they will face in our contemporary society. These should cover such areas as family life, social responsibility, personal planning, and personal finance. Specific areas of activity to be included are:

A. Drug education materials should be found or developed which can be incorporated into the present programs. These materials should be relevant for students from the elementary grades on, and be usable in present curriculums. Workshops involving people from the entire community should also be a part of this program.

B. Studies should be sponsored which would determine the effects of various types of sex education programs on children, their parents, and on the community.

C. Materials which provide an objective presentation of the human reproductive system should be found or developed and recommended to the local school for incorporation into current curriculum offerings.

D. Materials should be found or developed which help students to learn the processes of responsible decision-making in a democratic society. To reinforce this program local schools should be encouraged to allow students to make decisions for themselves. Workshops for teachers, counselors, and parents are necessary in this area.

E. Materials which present an effective case for the conservation of natural resources should be found or developed, and made available to local schools.

II. To aid the local schools in developing programs to provide each student the maximum opportunity to select and prepare himself for a satisfying role in the world of work. The State Department of Education should assist in this effort by:

A. Locating or developing materials which will help students to develop a positive attitude toward the entire range of vocations.

Educational Goal Statements for Nebraskans, a one page document adopted 1971.

B. Urging, and aiding in, the development of course materials which will be continually updated to remain relevant to contemporary vocational demands and social concerns. This requires a student voice in program selection and development.

C. Developing materials which will help students to see college or vocational training in perspective. The returns to be expected from a variety of types of post high school education should be available to be considered in relation to the investments required of potential students.

D. Helping local schools to develop work-study programs that do not become captives of administrative paperwork.

E. Studying the possibility of mobile vocational training facilities and vocational guidance specialists who can be shared by a number of schools.

III. To review State Department of Education guidelines to make sure that:

A. They are not so restrictive that they may prohibit local schools from obtaining the best vocational instructors available.

B. Vocational programs are free to develop in response to vocational needs to be certain that vocational courses are not forced to model themselves after traditional academic programs.

IV. To help local schools in identifying students as individuals, and in tailoring guidance, academic, and vocational programs to match their needs.

V. To ease the administrative decision-making at the local level, studies should be undertaken to:

A. Define the art of teaching, and determine what "teaching competency" consists of in relation to this definition.

B. Develop a system by which teachers, students and administrators can cooperate in the measurement of teaching competency, and offer this for use on the local level. Such a system should include a means for follow-up of students who have completed each teacher's area of instruction.

VI. To encourage a survey of the kinds of leisure activities that are available to Nebraskans, and to develop suggested physical educational programs which would prepare students to participate in these activities. The results of this project should be provided to both local schools and college training institutions.

VII. To conduct in-service educational programs which would increase the capabilities of local school board members and administrators in setting policy and administering local schools.

VIII. To assist the State Board of Education in assuming leadership in those areas of tax distribution which affect education. The State Department of Education should help the State Board to assert its leadership in tax reform by:

A. Sponsoring doctoral dissertations and masters' theses which would study state and local issues surrounding tax reform.

B. Providing for the distribution of the findings of these studies to administrators, teachers, students, parents, and other taxpayers.

C. Adopting a policy statement which illustrates their position on the means of achieving equitable support for education, and presenting this position to the legislature.

D. Reviewing and clarifying the present formula for providing state aid to local schools.

E. Requesting full funding of the present state aid to education bill.

F. Publishing an account of the manner in which the State Department of Education spends state and federal funds in a form that can be easily understood by all taxpayers. The State Department of Education should encourage local school administrators to make the same type of information available in their areas.

IX. To examine planning services that the State Department of Education makes available to those people who are considering reorganization of their districts. To make the Department sensitive to all the local conditions relevant to planning for the future, it will be necessary that:

A. Information about the processes involved in reorganization be made available in readable form to all of the patrons and educators who will be affected.

B. Facts about the areas involved in reorganization be presented to all of the people involved. These should include such things as pupil projections, tax bases, results of polls, costs of projected buildings, and the advantages to be gained by reorganizations.

C. The use of these services by or in districts considering consolidation be actively promoted by the State Department of Education.

D. The need for revising reorganization statutes be studied. If a revision is necessary, revision proceedings should be initiated.

X. To help schools provide programs and services that will strengthen their local communities economically and socially by:

A. Providing information and assistance which will be helpful in determining what local job training needs are.

B. Conducting in-service training programs to help administrators and teachers work in regional planning and development programs.

C. Locating and making accessible state, local, and federal funds for above activities.

D. Encouraging the concept of the school as a community resource center which provides opportunities and services to the local area, and draws on this area as a learning resource for its students.

E. Encouraging studies which will illustrate the return taxpayers in Nebraska are receiving from the resources they

are investing in education.

XI. Surveys should be initiated which would determine the number and description of physically or mentally handicapped persons in Nebraska, so that program development and resource allocation can be adjusted to their needs.

NEVADA

I. Goals related to the individual's vocational development. Human needs--physiological and safety.

A. Fostering creativity. Full education should give every individual opportunity and encouragement to be creative in one or more fields of endeavor.

B. Vocational productivity. Full education should help every individual understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

C. Continuing education. Full education should help every individual to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

II. Goals related to the individual's social development, more generally as required for assuming the role of a citizen. Human needs--affilation and esteem.

A. Intergroup acceptance. Full education should help every individual acquire understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

B. Motivation to learn. Full education should help every child acquire a positive attitude toward school and toward the learning process.

C. Citizenship and social competence. Full education should help every individual acquire the habits and attitudes associated with responsible citizenship and acceptance of his role in society.

III. Goals related to the individual's self-fulfillment. Human needs--self-actualization, cognitive and aesthetic.

A. Self-understanding and acceptance. Full education should help every individual acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

B. Master of basic skills. Full education should help every individual acquire, to the fullest extent possible, mastery of the basic skills in the use of words and numbers.

C. Physical and emotional health. Full education should help every individual acquire good health habits and an understanding of the conditions necessary for the maintenance of physical and emotional well-being.

D. Intellectual development. Full education should help every individual to understand and appreciate as much as he can of human achievement in the sciences, the humanities, and the arts.

Planning and Evaluation Division, Nevada Department of Education *Common Goals of Nevada Education,* Carson City, Nevada, 1971.

NEW HAMPSHIRE

At the June meeting of the State Board of Education a statement of educational priorities was adopted. These priorities will serve as foci for the staff of the State Department of Education.

The goals are:

- Improved programs in early childhood education with emphasis upon developing competencies in the areas of reading and mathematics.
- Improved and increased offerings in vocational education and career education.
- Improved and increased programs for handicapped children and adults.

To facilitate the improvement of programs in these three areas we have adopted seven objectives:

- Secure more adequate state funding to provide equality of educational opportunity for all children in New Hampshire regardless of the community in which they live.
- Expansion of the programs at the Vocational Technical Colleges, Technical Institutes and the twenty regional centers.
- Continued emphasis upon using the teacher certification process to improve teacher competency primarily through the staff development design.
- Continued effort to develop and implement an educational accountability plan.
- School district reorganization.
- Increasing our capacity to assist local school districts in conducting more effectively long range planning, both fiscal and programatic.
- Institute a program evaluation system within the Division of Vocational Rehabilitation.

Goals for the State Department of Education. Adopted June 1973.

NEW JERSEY

Outcome Goals

The public schools in New Jersey should help every person in the State:

- To acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.
- To acquire a stock of basic information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.
- To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.
- To acquire the knowledge, skills, and understandings that permit him/her to play a satisfying and responsible role as both producer and consumer.
- To acquire the ability to form satisfying and responsible relationships with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.
- To acquire the capacities for playing satisfying and responsible roles in family life.
- To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.
- To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the esthetic expressions of other people.

Individualized Instruction and Statewide Assessment: The New Jersey Educational Assessment Program. A Paper Read At American Educational Research Association Convention, New Orleans, Louisiana. February 27, 1973. pp. 5-6. Adopted by New Jersey State Department of Education, 1972b.

NEW JERSEY

- To acquire an understanding of ethical principles and values and the ability to apply them to his/her own life.
- To develop an understanding of his/her own worth, abilities, potentialities, and limitations.
- To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

Process Goals

The public schools in New Jersey should:

- Insure that all instruction bears a meaningful relationship to the present or future needs and/or interests of students.
- Insure that each student has significant opportunities, consistent with his/her age, for helping to determine the nature of his/her educational experiences.
- Insure that specialized and individualized kinds of educational experiences are available for meeting the particular needs of every student.
- Insure that teachers and students have significant opportunities for participating in the decisions affecting the operations of the schools they work in or attend.
- Provide comprehensive guidance facilities and services of high quality for every student.
- Seek to structure competition among students in ways that are less harmful than present practices are.
- Insure that the resources available for education are used with maximum efficiency.
- Insure that instructional, administrative and support staffs are of high quality in every respect.
- Develop and utilize diverse forms of constructive cooperation with parents and community groups.

NEW MEXICO

NEW MEXICO STATE BOARD OF EDUCATION. Goals for Quality Education as set forth by The Commission on Quality Education, National Education Association–New Mexico.

Quality Education in New Mexico:

A. Develops an understanding of the responsibilities of good citizenship and inspires loyalty and respect for the ideals of our democratic society.
B. Develops in all learners skill in problem solving through observing, listening, speaking, reading, writing, investigating, analyzing, and evaluating.
C. Provides pre-vocational and vocational experiences as well as occupational guidance.
D. Develops in each individual competence to understand and function effectively in a rapidly changing world.
E. Helps every individual acquire understanding and appreciation of persons belonging to all social, cultural and ethnic groups.
F. Fosters in each individual a positive image of himself through the development of self-respect, self-discipline, self-analysis, and self-improvement.
G. Helps each individual acquire good health habits, and an understanding of environmental conditions necessary for the maintenance of mental, physical, and emotional well-being.
H. Instills an awareness of the need for conservation of human and natural resources.
I. Develops in each individual a positive attitude toward the learning process and a realization that education is a lifetime activity.
J. Helps each individual use leisure time constructively, broaden his horizons and interests, and develop his creative talents.
K. Encourages appreciation of the family as a basic unit of our society through which cultural heritage may be transmitted and moral standards established.

Office of Educational Planning, *State Plan for and Educational Needs Assessment in New Mexico*, January 1972.

NEW YORK

Each individual has a capacity to learn which can be developed and nurtured through formal educational experiences. The ultimate mission of the New York State educational system is to help each individual identify, develop, and utilize his capabilities for his personal welfare and that of the society. The development of the specific capabilities needed by individuals generally are the goals of education. These goals, expressed in terms of expected learner outcomes, may be described as follows.

- **Basic skills.** Mastery of the basic skills of communication and reasoning essential to live a full and productive life.
- **Mental, physical, and emotional health.** Ability to maintain one's mental, physical, and emotional health.
- **Knowledge.** Understanding in the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world.
- **Cultural appreciation.** Knowledge of and appreciation for our cultural heritage and capacity for creativity, recreation, and self-renewal.
- **Career education and occupational competence.** Capacity to secure employment commensurate with ability and aspirations and to perform work in a manner that is gratifying to the individual and to those served.
- **Self-realization.** Ability to sustain learning throughout a lifetime in order to adapt to the new demands, new opportunities, and values of a changing world.
- **Citizenship and political understanding.** Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society.
- **Human relations.** Understanding of, respect for, and ability to relate effectively to other people in our own and other nations–including those of different sex, origins, cultures, and aspirations.
- **Physical environment.** Knowledge of the environment and the relationship between one's own acts and the quality of the environment.
- **Values and ethics.** Competence in the processes of developing values–particularly the formation of spiritual, moral, and ethical values which are essential to individual human dignity and a humane civilization.

Goals for Elementary, Secondary and Continuing Education in New York State. University of the State of New York and the State Department of Education, Albany, New York. April 1973.

OHIO

I. Basic Academic Skills

- *Language Skills:* Each student should have basic reading, writing, listening and speaking skills.
- *Mathematics and Science:* Each student should have basic analytical and reasoning skills including a knowledge of mathematics and science facts.
- *Social Studies:* Each student should know the basic principles and practices of American Society in comparison to other societies, as well as the rights and duties associated with responsible citizenship in American Society.

II. Capabilities of Aesthetic Experience

Each student should have the opportunity to learn the fundamentals of, and to observe and participate in music and the other fine and performing arts.

III. Career Education

Each student should have the skills necessary to be able to make a career decision and be qualified for a career choice.

IV. Human Relations, Family Living and Personal Development
Each student should have a understanding of the importance of human relations, family relationships and the skills necessary to function successfully in everyday life.

V. Learning to be a Learner
Each student should know how to obtain and use new facts, skills and ideas as his need for them arises.

VI. Physical Fitness, Recreation and Mental Health
Each student should know how to develop and maintain acceptable physical and mental health.

OKLAHOMA

Oklahoma State Department of Education Goals

1. To improve the quality of services provided by the State Department of Education through continuous staff development activities.

2. To improve communication and cooperation between the State Department of Education, local schools, other agencies, and other publics.

3. To encourage needed improvements and new directions in Oklahoma Education by supporting desirable activities, implementing new programs, and using innovative approaches and all available resources.

4. To conduct continuous research, evaluation and information management activities in efforts designed to be more effective, efficient, and responsive to the needs of education in the State.

5. To improve achievement of all students in the State by facilitating increased learning opportunities in all phases of instruction to the effect that each student will:
   - Have proficiency in reading and have skills in communicating ideas through speaking and listening.
   - Have knowledge of his own interests, acquire a positive attitude toward learning, and master the skills necessary to achieve his chosen goals.
   - Understand and respect other people's worth, dignity, and rights, regardless of their race, religion, or economic status and be so concerned for the welfare of others that he develops skill in working with them in groups or as individuals and becomes effective in such human relationships.
   - Behave as a responsible member of society acting to preserve it while appreciating, maintaining and protecting the physical environment, but, at the same time, having the ability to adjust to inevitable changes in his job and in his social and family life.
   - Have spiritual, ethical, and moral values that will provide sound guides for personal living and result in an understanding of right and wrong and acceptable standards of fair play.
   - Understand, respect, and appreciate the importance of home and family life, community life, and America's form of government.

Measuring Up ... Moving On ... 1971-1972 Annual Report of the Oklahoma State Dept. of Education, p. 19.

OREGON Tentative

Preamble

Responsibility for the growth and development of each Oregon student is shared by the community, the school, the family, and the individual student. The purpose of schooling is to provide, in an organized way, the knowledge and skills the person needs to perform effectively in the essential roles of a free society.

Each school district is primarily responsible for developing intellectual and manual skills, and for sharing with parents, churches and other institutions responsibility for the balance of each person's education.

The goals of education are determined by individual student needs as identified by each school district and its community. To guide the schools in setting district goals, the Oregon Board of Education establishes statewide goals for elementary and secondary education related to six life roles.

Statewide Goals for Schooling

The goals for which the schools have primary responsibility:

1. In preparation for the role of LEARNER:
   Each individual will master the basic skills of reading, writing, speaking, listening, computation, and problem-solving; will become aware of the ideas and processes of science; and will accept learning as a lifelong endeavor in self-development for work and leisure.

2. In preparation for the role of PRODUCER:
   Each individual will learn of the world of work, learn to identify personal talents and interests, learn to make appropriate career choices, and develop salable skills.

3. In preparation for the role of CITIZEN:
   Each individual will learn of the rights and responsibilities of citizens of the community, state, and nation; learn to interact with people of different cultures, races, generations, and life styles; and learn to act responsibly on the streets and highways and toward the environment.

4. In preparation for the role of CONSUMER:
   Each individual will acquire the knowledge and develop skills relating to the management of personal resources in order to more successfully provide for personal and family security and meet obligations to self, family and society.

The goals for which the schools share responsibility with parents, churches, and other institutions:

5. In preparation for the role of an INDIVIDUAL:
   Each individual will develop awareness as a self-directed person, acquire the knowledge to achieve and maintain mental and physical health; and develop the capacity to enrich life through association with the arts and humanities.

6. In preparation for the role of FAMILY MEMBER:
   Each individual will learn of the rights and responsibilities of family members and how to strengthen and enjoy family life.

Oregon Board of Education Goals, Revised July 9, 1973.

PENNSYLVANIA

A. Quality education should help every child acquire the greatest possible understanding of himself and an appreciation of his worthiness as a member of society.

B. Quality education should help every child acquire understanding and appreciation of persons belonging to social, cultural and ethnic groups different from his own.

C. Quality education should help every child acquire to the fullest extent possible for him, mastery of the basic skills in the use of words and numbers.

D. Quality education should help every child acquire a positive attitude toward the learning process.

E. Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

F. Quality education should help every child acquire good health habits and an understanding of the conditions necessary for the maintaining of physical and emotional well-being.

G. Quality education should give every child opportunity and encouragement to be creative in one or more fields of endeavor.

H. Quality education should help every child understand the opportunities open to him for preparing himself for a productive life and should enable him to take full advantage of these opportunities.

I. Quality education should help every child to understand and appreciate as much as he can of human achievement in the natural sciences, the social sciences, the humanities and the arts.

J. Quality education should help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout his adult life should be a normal expectation.

Pennsylvania Department of Education, *Educational Quality Assessment: Phase II Findings*, Harrisburg, Pennsylvania, May 1970.

RHODE ISLAND

...to know all that he can to do all that he desires ...

Educational goals arise from ideas about what a man ought to be—about the deep purpose of human life.

The Education Act of 1969 mandated that the Rhode Island Board of Regents "establish broad goals and objectives for all levels of education in the state: elementary, secondary, and higher" and they shall be expressed in terms of "what men should know and be able to do as a result of their educational experience." To this end, over 2000 interested citizens and professional educators were involved in a goals setting process through conferences, workshops and questionnaires.

The broad goals were determined from which specific objectives can be developed to achieve their aim. The scope of the seven goal areas is comprehensive. They are meant to serve all citizens, all learners, from the early years through continuing programs for lifelong learning.

The descriptive statements listed under each goal help to bridge the gap between broad goal statements and specific programs which will be developed by local, state and institutional educational agencies. These goals are to be viewed as beginnings rather than statements written for all time. They are subject to change and modification as new information becomes available, and as new priorities emerge.

Although each of the goal areas is listed separately, the interrelationship of one to the other is the key to understanding the goals in their entirety. Central to all the goals is the learning environment in which the goals will be realized. The specific attributes of this environment must be determined in developing means to reach the goals. An appropriate environment will offer to each learner an effective means of developing his use of words, numbers and ideas, an opportunity for personal growth and intellectual achievement, the ability to think critically, to communicate clearly in a setting which not only provides appropriate intellectual resources, but also provides for his social, physical, and mental well-being.

In reaching toward these goals, the intent is to provide the learner with the widest opportunity to know all that he is capable of knowing, to do all that he desires to do, to be all that he strives to be—to reach for and to achieve his fullest potential.

The Dignity of Man: SOCIAL GOAL

An opportunity for each person to advance the dignity of man by living effectively with other individuals, groups and organizations.

- By respecting the rights and responsibilities of individuals and groups in society.
- By understanding concepts, beliefs, religions and social customs of mankind.
- By understanding physical, psychological, and sociological factors which influence human behavior.
- By participating in community activities.
- By developing skills in interpersonal and group relations.
- By coping with social problems and contributing to social change.

A Sense of Self: PERSONAL GOAL

An opportunity for each person to grow toward self-understanding and to determine personal goals, values and attitudes.

- By developing of one's intellect and capacity for rational thought for one's maximum potential.
- By developing a realistic feeling of self-worth and momentum for personal growth.
- By developing values concerning one's place in the world and the universe.
- By maintaining mental and physical health through self awareness and skills in health practices.
- By enjoying leisure time.

Educational Goals for Rhode Island's Future. Adopted by Board of Regents, 1972.

The Community of Man: CULTURAL GOAL

An opportunity for each person to enrich the community of man through the development of values based on an understanding of various cultures.

- –By knowing one's own culture.
- –By appreciating the unique cultural characteristics of different societies.
- –By understanding cultures through historical and social perspectives.
- –By understanding and relating the arts, humanities and the sciences to the development of cultures.

Man in the Marketplace: ECONOMIC GOAL

An opportunity for each person to understand and evaluate economic needs, values, and sytems in order to contribute to the common good.

An opportunity for each person to be able to choose a career suited to his talents and aspirations, and to acquire the competencies and capabilities to pursue that career.

- –Understanding economic principles as they relate to individuals, groups, organizations, institutions, societies and to the development of cultures.
- –Comprehending the various forces influencing change in the economy.
- –Providing the opportunity for real or simulated work experiences.
- –Developing the necessary skills in order to function as an informed consumer.
- –Developing economic knowledge and each person's skills to enhance the quality of life and to contribute to the common good of family, society and state.

A Love of Beauty: AESTHETIC GOAL

An opportunity for each person to enrich life through contemplation and experience in all forms of art.

- –By appreciating the relationship of the arts to life.
- –By understanding the relationship of man's art forms to a cultural heritage.
- –By applying aesthetic standards to the physical environment.
- –By experiencing the arts as a mode of self-expression and communication.
- –By understanding the nature of society through its art, music, dance, literature and drama.
- –By stimulating the senses of sight, touch, smell, taste and hearing.

Governance and Community: POLITICAL GOAL

An opportunity for each person to contribute to the benefit of all peoples through the understanding and practice of democratic self-government as it can be applied to the nation, the state of Rhode Island, and local governments.

- –Understand individual rights and responsibilities in the American democratic society.
- –Understanding political systems as they respond to social, economic and technological changes.
- –Evaluating the relationships among political systems, individual freedom and social order both in theory and in practice.
- –Recognizing the development of law as if effects the governance of individuals, institutions and nations.
- –Participating in the political system through activity in public and private political institutions.
- –Developing leadership potential through participation in the group process which effects changes.

Man in the Natural World: PHYSICAL GOAL

An opportunity for each person to create a healthier and more beautiful world by understanding the environment and making intelligent use of it.

- –Growing in understanding of the nature of the universe; the nature of the environment shaped by man; and the impact of one on the other.
- –Understanding man as an evolving species dependent on a changing environment.
- –Understanding biological processes and their relationship to personal and community health.
- –Planning for the future to enhance the quality of life.
- –Respecting the balances between the natural and man-made environment.

SOUTH DAKOTA

WE BELIEVE that the Division of Elementary and Secondary Education is the State Education Agency which, in cooperation with local education agencies and other resources, will develop and implement quality programs to provide intellectual, social, emotional, physical, aesthetic and career education opportunities for all South Dakotans with emphasis on the young child and elementary and secondary pupils.

I. Provide leadership and service to strengthen local initiative and assist local education agencies toward providing more meaningful educational opportunities for the young child, elementary and secondary pupils by:

- Assisting local education agencies in projects dealing with the development of the community involvement model, comprehensive curriculum and inservice design, organization, identification and use of resources, needs assessment, cost effectiveness and decision making.
- Assisting local education agencies in comprehensive short- and long-range planning strategies, using the services and information from advisory groups and committees, toward inservice training for citizens, board members, superintendents, principals, counselors and teachers.
- Providing local education agencies with management alternatives and models for board members and administrators.
- Providing short-term assistance to local education agencies and the Division through the use of outside consultants when it is impractical and uneconomical to consider full-time permanent services.
- Visiting local education agencies to assess their programs and to assist in upgrading their programs as they relate to minimum standards and the educational needs of the young child, elementary and secondary pupils.
- Encouraging an increase in the number and quality of educational programs and encouraging student involvement in the planning and implementation of these programs.

II. Administer the rules, regulations and standards of the state board of education and statutory requirements in an impartial and efficient manner and wherever possible, use them as activities for school improvement by:

- Collecting, publishing and distributing informative materials dealing with state statutes and the state board of education regulations to the appropriate educational agency.
- Collecting and evaluating data to determine compliance with the respective regulatory parameters (example–certification, accreditation, *etc.*).
- Coordinating activities of other governmental agencies as they relate to educational agencies when they are performing regulartory functions (example–distributing state and federal funds).
- Submitting all required federal and state reports accurately and on schedule.
- Receiving, interpreting and distributing federal guidelines to local educational agencies.

III. Develop an organization which is action-oriented and contains self-appraising, self-correcting, and self-renewing performance-based systems which serve as a model of effectiveness for the school of South Dakota by:

- Identifying, screening, training, and maintaining a competent staff in the Division to further the Division's capacity to plan, research, evaluate and design improvements in the delivery of human and financial resources to local education agencies.
- Reviewing and evaluating regularly the Division's manpower commitments, management by objectives systems, performance and working conditions to ensure optimal staff and organizational effectiveness.
- Developing policies, procedures and structural changes which produce a favorable environment for implementing both organizational effectiveness and internal communication in the Division.
- Performing the continuing operating tasks of accounting, purchasing, payroll, space allocation, contracts, inventory, financial information reporting, fiscal rules and interpretations, federal grant control, personnel activities, legal advice, *etc.*
- Developing position papers and publications on Division policies and philosophy. (Example–an internal task force plan.)

IV. Improve communications among students, parents, communities, agencies, branches of government, educators, and the division by:

- Maintaining an office of communication to inform the public of educational achievements, programs and needs throughout the state.

South Dakota Department of Education and Cultural Affairs. Excerpt from State Board Minutes, June 11, 1973.

–Developing and implementing a plan to improve the channels of communication between the Division, formal educational channels (SDEA, SDSA, ASBCD, Board of Vocational Education, Board of Regents, Arts Council, Parent–Teacher Association, etc.), communities, inter-agency personnel, state administration, Division staff and legislators.

–Disseminating information on programs (successful and unsuccessful), to publish informational bulletins (director of Division services) and surveying, publishing, and distributing selective (new, innovative, quality) practices that exist in local education agencies.

–Coordinating the administration of federal programs to assure maximum utilization of funds available.

–Reporting the availability of state and federal funds and programs to each local education agency.

V. Develop, coordinate and maintain a system of information necessary to determine present and future educational needs, plans and programs by:

–Conducting statewide needs assessments to serve as a basis for future priorities and the determination of statewide goals for the young child, elementary and secondary education.

–Continuously previewing, studying and suggesting improvements in the information system in order to affect changes in areas such as school finance, research and the distribution of educational funds.

–Completing state, regional and local studies (facilities surveys, alternative programs, cost differentials–example, National Educational Finance Project). These studies may serve as models for others desiring to conduct similar studies.

VI. Influence the development of the statutes of South Dakota and the policies of the state board of education to improve the quality of educational programs for the young child, elementary and secondary pupils by:

–Increasing Division involvement in the legislative process and in the development of the Department of Education and Cultural Affairs by designing the text and content of statutes, policies, standards and regulations to increase the quantity and quality of the educational programs of local education agencies through review and evaluation of existing statements and performance and recommending action to be taken by the appropriate authority.

–Designing and implementing a plan to maximize internal and external communication with legislators, educators, local education agencies, other state agencies and the division.

–Monitoring proposed statutes, policies and standards to adequately represent the local scene.

TENNESSEE

Goals of Education

In setting out the goals of education for the State's students, it is the intent of the State Board of Education to give general direction and to leave to the local education agency the responsibility for defining the goals in specific terms for students in any particular setting. The specific definitions of a goal are generally called learner objectives—the expectations of degrees of achievement for groups of students or individual students, limited only by their natural and developed ability. After specific objectives have been developed to meet goals, then the general basis for an accountability system has been developed. The content of all sections of these Rules, Regulations, and Minimum Standards should be considered as means to fulfill locally developed objectives and meet the goals described herein.

Basic to fulfilling the goals are two assumptions as follows:

1. In application, each goal must be defined in terms of each person's natural and acquired abilities, and
2. The public school system is a part of the community and, as such, both the school and community contribute to the education of students in meeting the goals.

Following each goal statement is a brief definition. The definitions include but are not limited to the given elements or descriptors.

Each person should:

1. Have competence in the fundamentals of learning and communication.

In order to accomplish all of the goals listed herein, each person must be able to:

- Comprehend ideas through reading and listening.
- Communicate ideas through writing and speaking.
- Understand mathematical concepts and perform mathematical operations.
- Use scientific problem solving methods such as research, analysis and evaluation.
- Know basic principles of behavioral sciences.

2. Develop skills and attitudes while facilitate learning.

Skills and attitudes are learned directly from planned programs and/or indirectly from the environments in which people live. Good learning skills and positive attitudes toward learning are so important to successful learning that the development of either should not be left to chance. Some of the elements of the goal include:

- Motivation to learn.
- Orderly study habits.
- Adaptability.
- Discipline and self-control.
- Abstract thinking.
- Independent studying and learning.
- Objective observation.
- Opportunities to make choices and mistakes under supportive conditions.

3. Have sufficient information to realize his/her life goals.

The realization of life goals is partially dependent upon knowledge in fields of study related to the goals. What is sufficient information for one individual to meet personal goals may not be sufficient for other individuals because of the variability among people of interests, capabilities, projected career choices and social expectancies. Also, what is sufficient information at one time in the life of an individual may not be sufficient at another time, and the chances may be that an individual's life goals are continually changing. As the requirements for fulfilling goals change, the individual will continually seek additional and new knowledge in such fields as the physical sciences, social sciences, fine arts, and other subject matter areas normally taught in school.

4. Know the principles, habits and attitudes conducive to good physical and mental health.

The possession of good physical and mental health is fundamental to the achievement of the other goals of education which characterize the person who is fully functioning as a result of his/her educational experiences. Included among the descriptors of good physical and mental health are:

- An understanding of the basic psychological and social factors that affect physical and emotional health.
- Habits related to personal hygiene, nutrition, exercise, recreation and rest.
- Knowing one's self.
- Belief in one's own worthiness.

- Appropriate expression of emotions.
- An understanding of the hazards of addictive and adversive practices and habits.
- Safety first practices.
- Knowledge of where and how to seek help, when needed.
- Adoption of acceptable male and female sex roles.

5. Establish and maintain satisfactory relationships with other persons.

A satisfactory relationship with another person as used in this goal means that the relationship, at least, involves mutual respect and, at best, is beneficial to both. Implied in all good relationships among people is that each person has cultivated moral and ethical values which should be used as guides. A further definition of the goal includes:

- Knowledge of a variety of moral and ethical values and using this knowledge for establishing a personal value system free from bias and prejudice.
- Changing of personal values held when the change is morally beneficial to self and others.
- Competence in interpersonal and group relationships.
- Willingness to establish and maintain good relationships with other students, teachers, administrators and with persons belonging to social, cultural and ethnic groups different from one's own.
- Understanding the role of home and family in developing attitudes and values which enhance good human relations.

6. Know and use the basic requirements for responsible citizenship.

Responsible citizenship is based principally upon a knowledge of and willingness to pursue the rights, privileges and responsibilities given to each citizen by the U.S. Constitution and the courts. The goal includes such concepts as:

- Appreciation of the elective system and knowing how to vote.
- Respect for the rights and property of others.
- Respect for and cooperation with those in authority.
- Knowledge and appreciation of the history of the community, state, nation and world.
- The obeying of basic rules of school and community.
- Concern for the well-being of others.
- Knowledge of and willingness to apply legal principles for bringing about constructive political and social change.
- Competence in judging the merits of opposing political issues and candidates for public office.
- An understanding of the merits of the free enterprise system as compared to other systems.
- An understanding of the merits of our political system as compared to other systems.

7. Have competence in the use of natural resources and in the maintenance of ecological balance.

The concern about the use of natural resources and in maintaining ecological balance grows out of the natural desire of people to survive. A test may be people's ability to manage the environment for their own and future generations. Some considerations are:

- The interrelationships of people and their natural surroundings.
- The effects of technology upon the natural and physical environment.
- Willingness to maintain a healthful environment.
- Conservation and proper utilization of land, air, water and other natural resources.
- The effects of pollution upon the environment.
- Use of knowledges and skills in scientific research to discover new sources for the necessities of life such as food, clothing, shelter and energy.

8. Acquire career information and economic competence.

The ability and desire to work and to enjoy the benefits of one's labor are a part of the mores of our country. Not only does work help to gain independence and freedom, but it may be used also as a medium for social acceptance. The acquisition of job skills is becoming more important as work generally becomes more technical. More students than ever before must acquire training beyond the traditional high school in order for them to find satisfying work roles. Knowing how to manage the money one acquires is concomitant with a person's ability to make money. Some of the specific elements of this goal are:

- The acquisition of a sufficient amount of career information on which to make occupational decisions.
- An appreciation of work as desirable and necessary.
- The relationship between aptitudes and interests to the world of work.
- Knowledge, abilities and skills for entry into the world of work upon completion of chosen levels of education.
- Knowledge of where and how to seek information and guidance.
- The understanding relationship between personal income and expenditures.
- Knowledge of the basic economic system of this and other nations.

–The value of economic ethics in personal dealings.
–The application of economic knowledge in the purchase and use of goods and services.

9. Appreciate cultural and aesthetic values.

The nature of people is such that they must continually turn away from the day-to-day requirements for living and seek rest, solace and enjoyment of people's and nature's contributions to these diversions. Each person should be aware of and appreciate nature's beauty and people's contributions in the sciences, humanities and arts. Some of the concepts included in this goal are:

–Knowledge of the cultural achievements made by people in art, music, literature and other cultural media.
–Enjoyment of artistic expressions of others.
–Development of ability to express self through art, music, writings and other cultural media.
–Appreciation and enjoyment of the natural surroundings.
–Development of skills in crafts and hobbies.

10. Be aware of the increasing interdependence among people and nations of the world.

More than ever events in any one part of the world affect all other parts in some way. Ignorance of this relationship may lead to provincial thinking and action which could result in loss to all peoples. Already worldwide communication networks, rapid travel, and ecology studies have accelerated a growing awareness of the interdependence of the people of the world. In the future, persons with differing ideologies will interact in daily concourse as never before; therefore, they need to be exposed to ideas and experiences which will help them to successfully interact with all types of people. A person living in a world of increasing interaction among people would:

–Be aware of current events and events leading up to them.
–Understand and appreciate the enriching effect of cultural, economic, and social exchange among nationalities.
–Have basic knowledge of the importance and implications of world trade.
–Enlarge one's sphere of loyalty to include the world while at the same time retaining primary loyalty to one's own nation.
–Understand how different economic and political systems operate.
–Appreciate various cultures of the world.
–Understand the mutual benefits accruing from international cooperation in conserving the world's natural resources, controlling pollution, and maintaining ecological balance.
–Understand the mutual benefits accruing from international efforts in solving problems related to the advancement of people in such areas as medicine, space exploration, maintaining peace, and many other areas of mutual concern.

TEXAS

GOALS FOR PUBLIC SCHOOL EDUCATION IN TEXAS.

I. STUDENT DEVELOPMENT

The public schools should help each student to develop personal knowledge, skills, and competence of maximum capacity, and to learn behavior patterns which will make each a responsible member of society. In terms of their individual ability, all students should achieve:

A. Intellectual Discipline

- –Knowledge of the traditionally accepted fundamentals, such as reading, writing, and arithmetic in the early elementary grades, accompanied by studies in higher mathematics, science, history, English and other languages, as they progress through the upper grades. These should be accompanied by a wide variety of optional courses.
- –Skill in the logical processes of search, analysis, evaluation and problem solving.
- –Competence and motivation for continuing self-evaluation, self-instruction, and adaptation to a changing environment.

B. Economic and Occupational Competence

- –Knowledge of the fundamental economic structure and processes of the American System and of the opportunities for individual participation and success in the system.
- –Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
- –Competence in the application of economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases, and obtaining desirable employment.

C. Citizenship and Political Understanding and Competence

- –Knowledge about comparative political systems with emphasis on democratic institutions, the American heritage, and the responsibilities and privileges of citizenship.
- –Skill for participating in the processes of public and private political organizations and for influencing decisions made by such organizations.
- –Competence in judging the merits of competing political ideologies and candidates for political position.

D. Physical and Environmental Health and Ecological Balance

- –Knowledge about the requirements of personal hygiene, nutritional consumption, and physical exercise essential to the maintenance of personal health. Knowledge about the dangers to health from addiction to harmful practices or consumption of harmful materials.
- –Skill in sports and other forms of recreation which will permit lifelong enjoyment of physical exercise.
- –Competence in recognizing and preventing environmental, ecological, and health problems.

E. Appreciation of Culture, Language, and Life Style Diversities and Their Corresponding Aesthetic Values

- –Knowledge of the art, music, literature, drama, and other culturally related forms of various culture groups and their contributions.
- –Knowledge and competence in at least one of the major languages of the state other than English and an understanding of bilingualism.

F. Competence in Personal and Social Relations

- –Knowledge about basic psychological, sociological, and cultural factors affecting human behavior.
- –Skill in interpersonal and group relations, and in formation of ethical and moral standards of behavior.
- –Competence for adjusting to changes in personal status and social patterns.

G. Use of Leisure Time

- –Competence and skill in creative and responsible use of leisure time.

II. ORGANIZATIONAL EFFICIENCY

The Public School System of Texas should be organized and operated so that the public, faculty, and students will accept and support its objectives and processes.

– The learning process should take into consideration the personal goals of every student and should be designed so that each can achieve the educational standards of the system and be encouraged to remain in school until ready for a post-high school career.

Professional faculty members should be consulted in the decision-making processes for implementing the educational goals of the system and determining the environmental conditions in which they work.

The personal program of recognition and rewards should be designed to attract and retain highly competent people.

The educational system should be organized and conducted so as to achieve maximum cost-benefit results from efficiencies in process and economies of scale within size limitations which will make units of the system responsive and accountable to parents and citizens.

III. ACCOUNTABILITY

A program of continuing planning and evaluation should be established for measuring the performance of the public school system in terms of the competence of its staff, the performance of its pupils, and the efficiency of its structure and processes.

Adopted October 3, 1970. Revised April 14, 1973. The State Board of Education.

UTAH

The General Goal of Education

The educative process should provide opportunity for the learner to move toward the goal of personal fulfillment. This overall goal can be approached only in proportion as the learner achieves his potential, contributes appropriately to the fulfillment of others, and works to improve the social, technological, and natural environments. The educated man, then, may be described as a rational, effective, affective, spiritual person. These terms are significant enough to warrant specific definition.

A rational man is endowed with the facility or power to reason and to make sound judgments. An effective man is adequate to accomplish a purpose, to produce intended results, to make a vivid impression, and to cause things to operate and people to function. Affective man has ability to respond emotionally, to internalize, and to respond to the impact of human, man-made, and natural phenomena. Spiritual man is an empathetic, perceptive person, sensitive to deep-seated human values; appropriately reverent and respectful of life, and of values and beliefs held by people.

Obviously, no one achieves these ultimate goals, but proceeds toward them in a continuum. With the goals clearly in the mind of the educator and the learner, greater human achievement is possible through educational experiences.

Intellectual Maturity Continuum

Man's intellectual maturity is exemplified by a continuing desire for understanding, a continuing interest in current problems, a continuing accumulation of knowledge, and an increasing ability to use his rational powers.

The individual achieving this objective is:

– Seeking and gathering relevant data from many sources and from many experiences – intellectual, physical, social, emotional, and sensory.

Identifying and defining problems relevant to him and to society.

Philosophy and Objectives for Development in Curriculum in Utah Schools: A Framework for Curriculum Planning. Utah State Board of Education, 1972.

- –Formulating and testing hypotheses, developing tentative conclusions or suggesting alternative solutions, then projecting possible consequences of such alternatives.
- –Continuing to experiment and to evaluate results objectively.
- –Changing his attitude and behavior in light of new information and understanding.
- –Defending ably his point of view.
- –Discriminating between fact and opinion, reason and emotion.
- –Tolerating the tentativeness of situations and solutions.
- –Evaluating issues and information, challenging those ideas about which he has concerns, then offering alternatives.
- –Contributing pertinent ideas freely.
- –Searching for and respecting truth wherever it is found.
- –Synthesizing data from a wide variety of investigations.
- –Analyzing and illustrating the effects of technological developments upon man, societies, and the world.
- –Respecting the phenomenon of life.
- –Reading, writing, speaking, listening, and thinking as a means of communicating ideas and receiving the ideas of others.
- –Identifying, evaluating, and consistently applying to his life those values upon which our society is based.
- –Participating actively in the resolution of social, political, and economic problems in a manner consistent with established or emerging value systems in our society.
- –Reacting appropriately to goals, and functions carried out by social, political, and economic agencies.
- –Developing informed opinions about issues in terms of purposes and consequences and weighing such decisions against public welfare rather than against the benefits derived for specialized or narrow interest groups.
- –Demonstrating the understanding, the capability, and the willingness to handle emergency and disaster situations.
- –Respecting differing opinions.
- –Developing the general capabilities essential for meeting job requirements.
- –Interacting effectively in a group.
- –Setting personal goals, taking the initiative for making wise decisions, and planning for the future.
- –Understanding the influence of economics and consumer education upon the individual, the family, and the society.

Ethical-Moral-Spiritual Maturity Continuum

This aspect of man's maturity is exemplified by his use of rational powers and of internalizing, valuing, and empathizing processes in satisfying himself regarding life's purposes; in locating himself in time and space; in revering life; in comprehending death; and in perceiving his relationships to mankind and to the basic forces of the universe.

The individual achieving this objective is:

- –Searching for and respecting truth wherever found.
- –Striving to discover and develop his own present potentialities in relation to such questions as "Who am I?" "Where am I going?" "What should I become?"
- –Facing life with confidence and purpose.
- –Demonstrating a reverence for life.
- –Respecting the dignity and worth of the human personality.
- –Coping with the realities of life and death and making a realistic personal adjustment to these actualities.
- –Living consistently by a personal and social code of ethics, drawing upon it when faced with decisions which have implications for his own welfare as well as for the welfare of others; *i.e.*, respecting people with different cultural and religious backgrounds, respecting the personal and property rights of others, observing principles of honor and integrity, and obeying and supporting the laws of the land.
- –Gaining aesthetic satisfaction and self-renewal from observing natural phenomena and utilizing these experiences to broaden his own perceptions.

Emotional Maturity Continuum

Man's emotional maturity is exemplified by his increasing constructive management of his emotions, of coping with stress and frustration, of accepting himself, and of empathizing with others.

An individual achieving this objective is:

- –Continuing to enhance a positive self-image.
- –Developing accurate insights into his own capabilities and limitations, and continuing to make wise adjustments in terms of these realities.

–Developing insights into life's realities, making adjustments by correcting those which one can change and accepting those which is is powerless to alter.
–Continuing to permeate life with positive, healthful emotions such as love, hope, enthusiasm, joy, excitement, and contentment.
–Continuing to gain in emotional satisfaction from vocational endeavors.
–Accepting the consequences of both correct and incorrect decisions.
–Participating in service, recreational, aesthetic activities that provide emotional release and rejuvenation.
–Increasing his understanding of the roles that emotions have in his life and in his interactions with others, so that he can develop skills in adjusting to these roles in a positive way.
–Continuing to be optimistic about his own future and the future of society.
–Increasing those capabilities which bring personal acceptance in appropriate social groups.
–Increasing his understanding of the physical, emotional, spiritual, intellectual, and social variations in individuals.
–Continuing to recognize and to understand the characteristics of mental illness, and know how and where to seek adequate guidance and counseling.
–Developing empathy for the mentally ill and assisting them in making satisfactory adjustments within society.

Social Maturity Continuum

Man's social maturity is exemplified by increasingly exercising freedom with its accruing responsibilities; demonstrating functional leadership and appropriate followership; interacting in the social environment for self-realization and/or an awareness of the needs and values of others; acting within the basic values, institutions, and processes of American democracy; understanding world interdependence and how diverse cultures function.

The individual achieving this objective is:
–Reflecting in actions a feeling of individual worth, making unique contributions to social interactions, commiting himself to appropriate values and convictions.
–Recognizing the dignity and worth of individuals in interpersonal relations.
–Committing himself to group ideals, social regulations, and valid leaders by his actions in followership roles.
–Assuming a functional leadership role when required to do so.
–Utilizing his capabilities for rational decision making in his effort to improve life.
–Recognizing and acting in accordance with the actuality of world interdependence.
–Perceiving the diverse societal characteristics of major world cultures and cultural areas and acting in a manner consistent with these perceptions.
–Utilizing his natural environment intelligently.
–Using educational institutions to improve his life capability and fulfillment.
–Accepting his responsibility for achieving democratic social action.
–Supporting those actions which strengthen the family as a basic social institution.
–Developing moral and ethical values consistent with the well-being of society.
–Cooperating in the intelligent and responsible sharing of power in order to attain justice.
–Supporting the utilization of scarce resources in order to attain the widest general well-being.
–Exemplifying loyalty consistent with his role as a citizen in the United States.
–Cooperating in the interest of peace and welfare.
–Striving to achieve a balance between social stability and social change.
–Seeking to widen and deepen his ability and the ability of others to live more richly.

Physical Maturity Continuum

Man's physical maturity is exemplified by his continuing appreciation and respect for the mind and body; this increasing neuromuscular development, his fulfilling experiences through physical activity, and his continuing positive response toward the solution of problems arising from increased leisure and health needs.

An individual achieving this goal is:
–Supporting societal efforts to prevent and remedy environmental issues such as waste disposal, and air and water pollution.
–Taking appropriate preventive measures against the common and degenerative diseases of man.
–Displaying a desirable level of personal physical fitness by participating in adequate daily physical activities and rest.
–Maintaining a desirable body weight, recognizing the key roles that nutrition and exercise play in weight control.
–Practicing desirable body mechanics and posture.

–Practicing principles of good nutrition.
–Achieving a desirable level of neuromuscular development, mastering a variety of sports and recreational skills usable throughout life.
–Participating regularly in wholesome leisure pursuits including some involvement in the exciting world of competition where cooperation, fair play, adherence to rules, and elements of winning and losing are experienced.
–Practicing desirable personal care and grooming and adjusting to changes in styles, fashions, weather, seasons, *etc.*
–Refraining from smoking because of his understanding of the many health liabilities (emphysema, chronic bronchitis, lung cancer, heart disease, *etc.)* which result from tobacco use.
–Limiting the use of drugs to those prescribed, or to those needed for minor conditions and illnesses because of his recognition of the hazards of drug abuse, including stimulants, depressants, hallucinogens, narcotics, and solvents.
–Refraining from participation in or promotion of health fads, including the diagnosis of and prescription for ills.
–Consulting with and seeking the service of professional medical help on a regular basis including dental checkups and physical examinations.
–Practicing safety on the streets and highways, in the home, at school, at work, and outdoors.
–Possessing the understanding, the capability, and the willingness to handle emergency and disaster situations.
–Adjusting adequately to the maturation process in both boys and girls.
–Making wholesome and socially acceptable adjustments to boy-girl relationships.
–Recognizing his future role as a partner in marriage, and as a parent.

Environmental Maturity Continuum

Man's environmental maturity is exemplified by his seeking constantly to understand his natural environment through rational thinking processes; through demonstrating fundamental skills required in the use of materials, equipment, and information gathered concerning the environment; through exhibiting an awareness of relationships that exist between man and his environment; and through performing acts in the environment that are relevant to his own well-being and to that of others.

An individual achieving this objective is:
–Demonstrating a knowledge of specifics–facts, sequences, classifications, and criteria.
–Learning the major processes and procedures which are employed in scientific inquiry.
–Demonstrating a knowledge of concepts, generalizations, and unifying principles.
–Demonstrating a knowledge of the relationship between science and society.
–Formulating tentative statements (inferences. hypotheses, theoretical models) to identify and to explain natural phenomena.
–Generating relevant data to verify or to define inferences, hypotheses, and theoretical models.
–Sensing the existence of discrepant events and problems when he is investigating natural phenomena.
–Drawing inferences from data, and distinguishing between empirical data and inferences.
–Formulating and testing predictions derived from inferences, hypotheses, and graphic and theoretical models.
–Identifying the variables which may materially influence a given interaction in a system, and finding ways to control and manipulate the identified variables.
–Using intellectual and process skills, together with a functional understanding of the concept(s) involved, to design, carry out, and report the findings of an experiment.
–Constructing and handling laboratory apparatus in a skillful manner, giving due attention to accident prevention.
–Gathering descriptive and quantitative information needed for developing or testing inferences and hypotheses by means of purposeful, objective observations of things and events.
–Gathering needed data, which have been generated by others, from a variety of sources.
–Recording observations accurately and organizing data and ideas in ways that enhance their usefulness.
–Communicating with others, orally and in writing, in a manner that is consistent with his knowledge of scientific conventions and which facilitates the learning of his readers and listeners.
–Being intrigued by objects and events in his environment.
–Observing and responding in a positive manner to beauty and orderliness in his environment.
–Applying rational and creative thinking processes habitually when attempting to explain discrepant events, when trying to find relationships among seemingly unrelated phenomena, when seeking solutions to environmental problems.
–Recognizing the limitations of scientific modes of inquiry and the necessity for additional, and quite different approaches to the quest for reality.
–Conducting and reporting the results of his investigations in an honest and objective manner.
–Subjecting his data and ideas willingly to the criticism of his peers.

- Demonstrating a critical, questioning attitude toward unsupported inferences, hypotheses, and theories.
- Appreciating the interrelatedness of science, technology, and society.

Aesthetic Maturity Continuum

Man's aesthetic maturity is exemplified by his increasing sensitivity in perceiving his environment and acknowledging the human qualities of man; by a more satisfying use of his sense in making aesthetic judgments; by more capably communicating his aesthetic insights through the cultural arts; and through a greater harmony within himself.

An individual achieving this objective is:

- Using the arts as a means of self-discovery, self-identity, self-expression, and self-discipline in making a contribution to society.
- Recognizing that all art skills can be learned, and is developing skills in at least one of the art forms.
- Gaining aesthetic satisfaction and personal enrichment from various forms of cultural and/or artistic expression.
- Utilizing his senses as a means of perceiving the aesthetic qualities of his environment.
- Discussing and demonstrating his knowledge about artistic forms such as art, music, literature, architecture, drama, dance.
- Devoting time and resources to the satisfaction of his aesthetic needs and his leisure pursuits.
- Using the arts as a means of understanding the cultures of the past and present.
- Helping to make his total environment more aesthetic.
- Searching for and respecting truth wherever it is found.
- Understanding ideas expressed by verbal and nonverbal symbols, and is using these ideas effectively.
- Expanding his use of language to shape experience and to celebrate events.
- Identifying, evaluating, and consistently applying to his life those values upon which society is based.
- Living an emotional life dominated by positive, healthful emotions such as love, hope, enthusiasm, joy, excitement, commitment.
- Recognizing the interrelationships of aesthetics with learnings from ethics, anthropology, psychology, *etc.*

Productive Maturity Continuum

Man's productive maturity is exemplified by his continuing involvement in the creating, generating and using of ideas, goods, and services beneficial to mankind and satisfying to himself.

The individual achieving this objective is:

- Striving to discover and develop his own potential.
- Planning for the future and establishing plans and goals based upon interests, aptitudes, and job availability.
- Acquiring knowledge of a wide variety of occupations and the training necessary to qualify for them.
- Developing the general capabilities essential for meeting job requirements.
- Learning to interact effectively in a group.
- Developing an appreciation of the dignity and importance of all kinds of constructive work.
- Becoming aware that rewards should be commensurate with the quality and amount of service performed.
- Working toward the realization of appropriate individual goals.
- Developing personal characteristics valued by employers such as honesty, dependability, adaptability, perseverance, and initiative.
- Gaining a knowledge of personal and family programs that lead to economic independence and security.
- Developing a practical philosophy which will allow satisfaction of wants without exceeding means.
- Gaining a perception of unfilled needs in the world of work and acting in a creative and rational way to meet these needs.
- Acquiring skill in research and developing the ability to use the findings in a way that will make contributions to the solution of the growing vocational, scientific, and humanistic problems in society.
- Identifying, defining and contributing to the solution of problems relevant to him and to society.
- Being open to new and varied experiences.
- Demonstrating that he is capable of generating and contributing pertinent ideas.
- Exploring his natural environment for new interests and continually evaluating such experiences for career opportunities.

VERMONT

Purpose

The basic functions of the Vermont Department of Education are to provide leadership, service and the administration of State Board of Education policy and State statute to local educational agencies that will result in providing every Vermont pupil with equal educational opportunity for quality education. Further, the Department seeks the cooperation of all forces in the improvement of education in Vermont.

Education is a dynamic process. It must continually change to meet the demands of the present and to anticipate the needs of the future.

The following goals and objectives are not geared to the maintenance of existing services, but rather towards improving, activities and services that are found to be useful, and the introduction of activities and services which hold promise of better education for all Vermonters.

Goals and Objectives

I. **To administer the policies of the State Board of Education and the statutes of Vermont.**
- –To review regulations, minimum standards, certification statutes and guidelines in order to maximize quality education.
- –To make on-site visitations to schools to assess their programs and to assist in upgrading their programs as they relate to minimum standards and the educational needs of their pupils.
- –To provide those services necessary to enable the Middlesex Demonstration Project to meet its objectives and the intent of the Vermont Statutes.

II. **To develop and maintain a data base necessary to determine current and projected educational needs, plans and programs.**
- –To conduct a state-wide needs assessment to serve as a basis for future priorities.
- –To review, study and suggest improvements periodically in educational finance and distribution of educational funds.
- –To complete state, regional and local studies (facilities study, alternative programs, cost effectiveness) ... example–Rutland Region Study. These studies and surveys may serve as models for other areas of the State.

III. **To provide state leadership and consultative services so that local initiative is strengthened and school districts will provide more real and equal educational opportunities for all.**
- –To provide leadership in in-service training for teachers, counselors, principals, superintendents, school directors and citizens.
- –To assist local educational agencies in projects dealing with development of objectives, instructional program development, organization, use of resources, needs assessment, cost effectivess and decision-making.
- –To provide monthly management training programs for Vermont school administrators.
- –To provide short-term assistance to the State Department of Education and local educational agencies using outside resources when it is impractical and poor economics to consider full-time, permanent services.
- –To expand the mini-grant program, thus encouraging "grass-roots" ideas, creativity and innovation.
- –To develop a practical, workable state plan for early childhood education, with long-range goals and philosophies.
- –To develop appropriate programs and resources to provide quality health, safety, driver education and physical education programs in grades K-12 in all Vermont school districts.
- –To increase Vermont's capacity to meet the elementary-secondary educational needs of people beyond high school age and out-of-school youth.
- –To assist 3-5 local educational agencies in the development of 2-year planning and evaluation strategies.
- –To encourage the increase in the number of programs/participants in the following areas:
  - a. Adult Basic Education
  - b. Special Education
  - c. School Nutrition

Vermont Department of Education. Agency Policy Statement. Montpelier, Vermont.

d. Vocational Education
e. Early Childhood Education
f. Alcohol-Drug Education
g. Health, Safety, Physical Education
h. Environmental Education
i. Arts and Crafts
j. Industrial Arts
k. Bi-lingual Education
l. Libraries-IMC-Learning Centers

–To provide assistance in the development of educational facilities.

IV. To provide leadership in obtaining improved communication among students, parents, communities, agencies, branches of government, educators and the department concerned with public education.

–To increase the use of media to inform the public of educational achievements and needs throughout the State.
–To publish a directory of Department services.
–To further develop communication links with local educational agencies via both formal and informal networks of communication.
–To improve the channels of communication between the Department, formal educational channels (VEA, VSSDA, VSA Trustees, Higher Education Council, Advisory Councils, *etc.)* and the Legislature.
–To disseminate information on successful programs to each district.
–To utilize the services and information from advisory groups to make decisions.
–To survey, publish and distribute selective (new, innovative, quality) practices that exist in Vermont schools.
–To report the availability of state and federal funds and programs to each local district.
–To encourage student involvement in the planning and implementation of educational programs (including Student Council and courses in "Education").
–To develop position papers and publications on Department policies and philosophy.
Example–Vermont Design
Demonstration Schools
School District Reorganization
Open and/or traditional classes
Career Education

V. To upgrade and intensify the efforts of the Department to provide a well-articulated leadership and service program which includes:

- **Designs for realistic and cost effective educational alternatives for assessing specific pupil needs and providing instructional/learning services.**
- **Incentives to districts to implement these programs.**
- **Plans for the training of required professional and paraprofessional personnel.**
- **Research information services, model programs, guidelines, in-service training and evaluation to support this program development.**

–To assist each district to establish an educational plan.
–To evaluate and analyze the State and federally-funded programs in the local educational agencies.
–To obtain at least two new federal programs for at least $100,000 in new federal or private monies affecting K-12 education.
–To complete the second phase of the 10 year Special Education Plan to meet the goal in 1983 of providing equal educational opportunity for all.
–To provide leadership in determining instructional programs to be instituted in the schools and to work in close cooperation with local educational authorities in establishing and maintaining increasing quality programs.

VI. To assist in the development of local programs that will enable each Vermonter to have, at the end of his/her formal education, knowledge of the "World of Work" and acquisition of a salable skill.

VII. To coordinate the functions of the various divisions and offices within the Department of Education.

–To identify, screen and maintain a competent staff in the Department of Education.
–To review and evaluate the Department's manpower commitments and working conditions in order to provide maximum utilization of resources.
–To conduct a series of intra-departmental staff meetings for presentation of staff responsibilities, coordination, objectives, organization, programs and evaluation.
–To develop and implement policies, procedures and structural changes which reduce tension, conflict and

barriers to both organization effectiveness and internal communication in the Department of Education.
- To perform the continuing operating tasks of accounting, purchasing, payroll, space allocation, contracts, inventory, financial information report, fiscal rules and interpretations, federal grant control, personnel activities, legal assistance, *etc.*
- To provide in-service training for State Department of Education personnel.
- To further develop the Department's capacity to help local educational agencies in planning, research and evaluation.
- To coordinate the administration of Federal programs to assure maximum utilization of funds available.
- To service and distribute State and Federal funds to local districts.
- To process and distribute state aid allocations for each local educational agency.
- To submit all required federal reports and forms accurately and on schedule.
- To cooperate and encourage the effective utilization of Vermont's ETV.
- To establish a center (service) for media and educational technology.

VIII. To increase the level and quality of Department involvement in the legislative process.

VIRGINIA

Public education in Virginia seeks to aid each pupil, consistent with his abilities, interests, and educational needs, to:
- Become competent in the fundamental academic skills;
- Be qualified for further education and/or employment;
- Participate as a responsible citizen;
- Develop a positve and realistic self-image;
- Exhibit a responsibility for the enhancement of beauty in his daily life; and
- Practice sound habits of personal health.

These goals give direction to the total educational effort of the public schools of the Commonwealth and should be translated into learner-oriented objectives by each school division.

Standards of Quality for Public Schools in Virginia 1974-76. Adopted by State Board of Education, July 20, 1973. These standards will be acted upon by the Virginia General Assembly in January 1974.

WASHINGTON

I. The process of education should . . .

A. respect the uniqueness of each learner.

B. provide increasing opportunities for individual self-direction and decision making.

C. provide learning experiences matched to each student's readiness to learn and the way he learns best.

D. help each learner perform well and gain satisfaction from his performance.

E. emphasize that cultural, ethnic and racial differences contribute positively to our nation's future.

F. extend learning opportunities beyond the school building, school day and school year.

G. utilize the involvement and support of the entire community to maximize educational experiences.

H. self-renewal through continuous evaluation of progress toward the desired learning outcomes.

II. As a result of the process of education, each student should . . .

A. have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

B. understand the elements of his physical and emotional well-being.

C. know the basic principles of the American democratic heritage.

D. appreciate the wonders of the natural world, man's achievements and failures, his dreams and capabilities.

E. clarify his basic values and develop a commitment to act upon these values within the framework of his rights and responsibilities as a participant in the democratic process.

F. interact with people of different cultures, races, generations, and life styles with significant rapport.

G. participate in social, political, economic and family activities with the confidence that his actions make a difference.

H. be prepared for his next career step.

I. use leisure time in positive and satisfying ways.

J. be committed to lifelong learning and personal growth.

Goals for the Washington Common Schools, Olympia, Washington: State Board of Education. 1972.

WEST VIRGINIA

COMPREHENSIVE AREA

1. The development of a comprehensive educational program, preschool through adult and higher education, which will place appropriate educational programs within reach of all students and adults.
2. Provision for immediate and long-range planning for services and facilities by county school systems, and for the development of county plans which are regionally oriented.
3. All West Virginia high schools to make available comprehensive programs as defined in the Comprehensive Educational Program guidelines as follows:
   –There is a comprehensive general program of education to meet the needs of all students at all levels.
   –There is a comprehensive elective curriculum for those who will need salable skills immediately upon graduation from high school.
   –There is a comprehensive elective curriculum for those who will continue in a program of formal education.
4. The adoption of a structure which will serve to unify education at all levels.
5. Opportunities for post-high school education to be available to all students.
6. Provision of adult education programs, supported jointly by the State and counties through the school support formula and augmented with Federal funds.

INSTRUCTIONAL PROGRAM AREA

1. The involvement of county school systems in continuous curricular study, experimentation and curricular revision.
2. A State supported teacher preparation program involving adequate supervised teaching experience, under the direction of qualified supervising teachers.
3. The systematic professional development of educational leaders–superintendents, supervisors and principals–through a State supported graduate training program.
4. The development of an early childhood education program that will be supported within the State school support formula.
5. A vocational education program that includes occupational, vocational and technical levels, as a part of the public school system, based on a general education program and pre-vocational experiences which will prepare participants for employment and provide retraining opportunities for adults.
6. Provide an enriched educational program through the use of appropriate communication media.
7. A system of compensatory education to improve the educational opportunities of environmentally disadvantaged pupils.

PERSONNEL AREA

1. Provision of teacher aides and the application of technology in order to permit the full utilization of the instructional potential of teachers.
2. Salary schedules, working conditions and fringe benefits for school personnel adequate to attract and hold competent personnel required for teaching, administrative, supervisory and supportive services.

FACILITIES AREA

1. Maximum use of educational facilities throughout the school day and the calendar year.
2. State level support for school building construction.

FINANCE AREA

1. Approval of school bonds and extra levies by a simple majority of the votes cast.
2. The elimination of curricular fees and the provision of free textbooks for all public school students.
3. Increased efficiency of fiscal operation, revision of the school support formula and control of fiscal operations of the schools by the West Virginia Board of Education.
4. The coordination of Federal, State and local funds to support a comprehensive educational program.

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*NOTE: West Virginia is in the process of developing learner oriented goals. The above Standards of Quality were adopted by the State Board but are subject to approval by the legislature.

Educational Needs Assessment Report, School Year 1970-71. Number Four, pp. 13-21.
By the Office of Assessment, Bureau of Planning, Research and Evaluation, West Virginia Department of Education. June 1972.

WISCONSIN

SELF-REALIZATION

Schools of the future will exercise a more concerted effort to aid each child to develop a feeling of self-worth and confidence which will enable him/her to experience a sense of pride and accomplishment in a highly technological, rapidly and dramatically changing society. The individual should develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

The student shall:
1. Know and respect himself/herself.
2. Recognize his/her strengths and limitations in setting personal goals.
3. Develop his/her interests and potentials in order to achieve those personal goals.

HUMAN RELATIONS

Human Relations is the interaction of individuals with one another and with groups. Schools cannot ignore human relations, because (by means of their social systems, organizational structures, teaching methods, and administrative practices) they teach it whether consciously or not. Schools shall foster an environment where students, all school personnel, and other community members interrelate to seek self-knowledge and understanding, appreciation, respect, and concern for all human beings.

The student shall:
1. Understand, appreciate and respect one's self.
2. Have a desire to contribute to the well being of society in all areas of his/her life and place a higher value on people than things.
3. Understand and appreciate the value systems, cultures, customs, and history of his/her own heritage as well as those of others.
4. Possess the skills and attitudes necessary to assure the continuing development of:
   - Respect for the rights of one's self and others.
   - The ability to form satisfying and responsible relationships with a wide variety of people.
   - Skill in group relations.
   - The ability to initiate and maintain personal friendships.
   - A recognition of the political, social, and cultural interdependence among peoples of the world.
   - An understanding of the various domestic and international life styles.
   - The ability to manage conflicts in values.
   - Respect for the work efforts of one's self and all others.

BASIC SKILLS

Schools are a significant agency of society for the development of basic skills. It is essential that a person be able to interact within a changing society and make reasonable judgments about it. To that end, schools must explore and implement the best possible ways for students to acquire and apply the fundamental skills necessary to learning.

The student shall:
1. Comprehend ideas and facts through reading, viewing, and listening.
2. Communicate ideas and facts through writing and speaking.
3. Use the processes of language, science, and mathematics.
4. Perform psychomotor (mental-physical) activities necessary to learning.
5. Use problem solving techniques and processes used in decision-making.

Goals for Education. The Report of the State Superintendent's Advisory Task Force on Educational Goals for Wisconsin's Public Elementary and Secondary Schools. December 1972.

MENTAL AND PHYSICAL HEALTH

The insistence that our youth develop sound minds and bodies must be a continuing value of a renewing society. Children come to school with different mental and physical capabilities. Schools shall develop self-concepts and physical skills in accordance with each child's potential.

The student shall:

1. Have the basic physical and mental health necessary for his/her optimum growth and development.
2. Understand the emotional and social aspects of human sexuality.
3. Understand the interrelationship of mental and physical health.
4. Have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
5. Recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time.
6. Demonstrate knowledge, use, and appreciation of safety principles, concepts, and practices.
7. Possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco, and poisons.

CAREER EDUCATION AND OCCUPATIONAL COMPETENCE

In a rapidly changing society where occupations change, appear, and disappear, means must be found to equip students to deal with the world of work. Schools must offer students an education that prepares them for alternative occupational, academic, and technical programs beyond high school.

The student shall:

1. Have a respect for the dignity of all occupations and the desire to pursue a satisfying vocation.
2. Have acquired a knowledge and understanding of opportunities open to him/her for preparing for a productive life.
3. Have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

CULTURAL APPRECIATION

Harmony among peoples of the world requires appreciation and understanding of diverse cultures. Students shall have opportunities to learn about various cultures and to deepen their appreciation of their own heritage.

The art forms of a people communicate much that is necessary to know about their culture. In order to heighten this kind of understanding, student should have opportunities to express themselves in a variety of artistic ways.

The student shall:

1. Have an appreciation of art, crafts, music, literary and dramatic forms, and their place in the historical and cultural heritage of this and other nations.
2. Have the experience and skills necessary for the creative use of leisure time.
3. Have an awareness of the importance and use of cultural and recreational facilities in his/her community.

LIFELONG LEARNING

Life expectancy is such that the average individual has many productive years beyond his formal school years. At the same time, the world is changing at an ever-increasing rate, constantly requiring new approacnes. It is therefore imperative that an individual be prepared to participate in a lifelong learning experience.

The student shall:

1. Be responsive to the needs and opportunities to learn afforded by an ever-changing social, economic, and political environment.
2. Have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.

CITIZENSHIP AND POLITICAL UNDERSTANDING

Citizenship is the quality of an individual's response to membership in the community of the locality, state, nation, and world. Because schools are a part of society and because ours is a society based on the premise that people are able to govern and direct themselves through law, it is important that the total school experience offer opportunities for students to learn and practice what their roles, rights, and responsibilities are within legitimate government.

The student shall:

1. Understand the structure, governance, and governmental heritage of society (communities, state, national, world).
2. Understand the importance of effective participation in fulfilling his/her obligation to society.
3. Have developed the skills to participate in a democratic society as a result of his/her total school experience.

ECONOMIC UNDERSTANDING

In the American economic system, students must understand those factors that affect both their own economic condition as well as the standards of living among the world community. Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy.

The student shall:

1. Learn to evaluate his/her needs, match products to needs, and effectively use products and natural resources.
2. Understand the various systems of production and distribution, the role and responsibility of the individual in these systems, and the ways in which these systems influence the lives of people.
3. Understand the relationship between individual consumption of goods and the effect on the environment.
4. Understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
5. Be aware of the agencies which assist and protect consumers and producers.
6. Be aware of national and international business organizations, monetary systems and the effects of government on their economies.

PHYSICAL ENVIRONMENT

The quality of life and ultimately the question of survival depends upon man's ability to live in harmony with his physical environment. Schools must therefore provide experiences leading to the acquisition of knowledge, skills, and attitudes that will enable society to develop a balanced use of natural resources that recognizes the concurrent rights of present and future generations.

1. Students shall acquire knowledge and understanding of the social, physical, and biological worlds and the balance between man and his environment.

Students shall have:

- An understanding of the social, economic, and political implications of population growth.
- Knowledge of the basic facts regarding ecological balance and the effect of people, technology and industrialization on altering and maintaining this balance.
- Developed a comprehension and perspective of the world as an integral ecosystem.
- An understanding of how people and technology alter the natural and physical environment.

2. Students shall have attitudes and behaviors leading to the appreciation, maintenance, protection, and improvement of the physical environment.

Students shall acquire knowledge and skills which enable them to:

- Improve their personal environment.
- Discriminate in their producing, usage and purchasing practices in relation to ecological considerations.
- Be a responsible developer and user of technology.
- Play an active role in preserving and improving the environment.
- Engage in environmentally compatible life styles.

CREATIVE, CONSTRUCTIVE AND CRITICAL THINKING

A student must be able to cope with changes affecting the quality of life. A study must be prepared to apply imagination, creativity, constructive and critical thinking to personal problems and societal conflicts. The school shall

provide an environment where students can develop skills of thinking and where experiences can be examined and integrated.

The student shall:
1. Be able to deal effectively with situations which are new to his/her experiences.
2. Think and act in an independent, self-fulfilling way and in a considerate and responsible manner toward others.
3. Have skills in the logical processes of search, analysis, evaluation and abstract thinking.

WYOMING

Goal statements sent to SEAR from Wyoming have been developed for the various instructional and instructional support areas of public elementary and secondary education. Only the major goals are reproduced in this report. The goals were identified in Phase I of the Wyoming Educational Needs Assessment as follows:

AFFECTIVE EDUCATION

The student should have a positive attitude toward, have a basic knowledge of, and apply his knowledge in the area of:
- –His self: for example; self-concept, mental health and self-potential.
- –Economic and career development.
- –Citizenship and civic responsibility.
- –Human and social development.
- –Moral and ethical values.
- –Intellectual activities.
- –Physical health.

ART EDUCATION

I. Provide direct personal participation in creative experience.
II. Build confidence in individual creative potential.
III. Develop aesthetic judgment, involving the study of the visual, intellectual and philosophic bases for understanding art and for making judgments about its form, content, technique and purpose. Develop ability to evaluate and respond sensitively to art products according to maturity and experience
IV. Build knowlege of man's cultural development and art heritage.
V. Build perceptual awareness (visual and tactile perception).

COMMUNICATION ARTS

The goal of Communication Arts must be to provide each person with those communication skills needed to function as an individual in society.

SECONDARY ENGLISH

An effective secondary English program should be devoted to helping each student:
In Speaking
- –To develop oral skills that will result in an ability to use the language clearly, articulately, and appropriately.
- –To develop attitudes in speaking that reflect an awareness that the outcomes of many real-life situations will be determined by the content and manner of his speech.

In Writing:
- –To develop skills in written composition that are appropriate in form and language to the purpose.
- –To develop attitudes toward written composition that reflect an awareness of its art.

Wyoming Educational Needs Assessment Project: Educational Goals for Wyoming Public Elementary and Secondary Education.

In Media Literacy

- To develop the skills of composition and interpretation of non-print media.
- To develop a sensitivity to the aesthetics of non-print media.

In Viewing, Listening, and Reading

- To develop viewing, listening, and reading skills that will enable him to identify purposes, key ideas, and important details.
- To develop attitudes in viewing, listening, and reading that reflect an attentive and open, but selective and critical mind.

In Literature

- To gain familiarity with major authors and their contributions to literature.
- To develop attitudes that reflect an awareness of literature in all of its art forms and an increasingly sophisticated tendency in selection and evaluation of them.

In Language

- To gain knowledge about the English language that will enable him to use it appropriately.
- To develop attitudes that show an increasing sensitivity toward language and an understanding of what it can do for him and to him.

In Mass Media

- To gain knowledge that will acquaint him with the present and potential uses and effects of the mass media.
- To develop discriminating attitudes that show an understanding of the effect of mass media.

LANGUAGE ARTS

The goal of Language Arts must be to provide each person with those communication skills needed to function satisfactorily in society by developing:

- Skills which will enable the individual to listen for functional and aesthetic purposes.
- Skills in each individual which will facilitate effective oral communication in a variety of situations.
- In each individual those skills used in written communication.

READING

All individuals must become functionally literate in a democratic society. (Functional literacy is defined as the ability to read and comprehend to the end that the individual is able to function, at or near his capacity, productively in society.)

- Develop skills which will enable the individual to read.
- Develop positive attitudes toward reading.

FOREIGN LANGUAGE

Listening: To comprehend the langauge spoken at normal speed within the range of vocabulary and constructions that have been part of the student's experience.

Speaking: To communicate accurately with fluent speakers of the target language within the range of the student's experience in that language.

Reading: To read accurately, fluently, and with comprehension, material printed in the foreign language.

Writing: To communicate in writing which is appropriate in form and language, acceptable in mechanics, and clear in meaning.

Culture: To develop an understanding of the way of life of the people and to recognize their contributions to world civilization.

Attitude: To develop a positive attitude towards foreign language learning.

HEALTH EDUCATION

Statement of Philosophy: Recognizing the national concern, and reflecting the federal mandate for optimum health and safety knowledge for all citizens, the schools must accept the duty and responsibility of teaching health and safety to the students for the improvement of individual, family and community health.

Broad Goals:

- Health Maintenance.
- Individual and community responsibility in health maintenance.
- Intelligent decision making in matters of personal and community health.

MATHEMATICS

The goals of mathematics education are the responsibility of all members of the educational community:
- The child will have an opportunity to pursue mathematical growth reflecting his needs, his background, and his ability;

Each child will have an opportunity to be proficient in computational skills to the degree that he is mathematically literate in his daily life.

Goal Statements:

The child will:
- Know the techniques of mathematics.
- Know the concepts of mathematics.
- Know how to apply mathematics in mathematical situations and in situations from his environment.
- Recognize yet-to-be-taught concepts.
- Apply the techniques of mathematics.
- Apply mathematical concepts in mathematical situations and in real world situations.
- Apply mathematics concepts and techniques creatively.
- Appreciate mathematical techniques as tools needed by him and by society.
- Appreciate mathematical concepts as a human endeavor.
- Appreciate application of mathematics to his every-day life.
- Explore yet-to-be-taught mathematical concepts.

MEDIA SERVICES

Given an educational goal, the learner will demonstrate the knowledge and ability to utilize media resources and activities to reach the desired goal.

Learners will:
- Be able to locate information.
- Develop communication skills.
- Be able to analyze and evaluate content and presentation of media.
- Be able to discover information and instructional concepts.

MUSIC EDUCATION

Goals for the general music program:
- Arouse and develop interest in music.
- Provide contact with music and some experience in producing it.
- Provide exploratory experience in singing, listening, playing, evaluating, composing, and conducting.
- Develop and increase desirable musical skills.
- Provide opportunities to discover musical interests.
- Provide information about music which the well-informed consumer in society should have.

Goals for instrumental-musical experience:
- Enjoy music through active participation under excellent standards of performance.
- Develop musical performance skill and technical ability leading to increasing facility and acceptable value judgments.
- Acquaint the student with a wide variety of the best band and/or orchestra, ensemble, and solo literature.
- Develop morale and maintain school spirit.
- Develop the personal character traits of leadership, poise, dependability, and self-discipline.
- Serve and represent the school in public concerts, parades, and community-service functions.
- Afford a means of recreation, pleasure, worthy use of leisure time.
- Become, through his own musical experience, a more discriminating listener.
- Acquire a means for expressing desirable emotional feelings.

Goals for vocal-music classes and organizations:
- Acquire the skills that are necessary to meet excellent standards of performance.
- Develop musical performance skill and technical ability leading to increasing facility and acceptable value judgments.
- Learn to sing with acceptable tone quality, good pitch, correct breathing habits, clear diction, adequate blend, and musical interpretation.

- Acquaint the student with a wide variety of the best choral, ensemble, and solo literature.
- Become through his own music experience a more discriminating listener.
- Acquire a means for expressing desirable emotional feelings.
- Develop the social ability to work and share with others.
- Develop morale and maintain school spirit.
- Serve and represent the school in public concerts and community-service functions.
- Afford a means of recreation, pleasure, and worthy use of leisure time.
- Develop the personal character traits of leadership, poise, dependability, and self-discipline.

Goals for special music classes:

- Develop an understanding of the rules and principles involved in using the language of music.
- Increase the ability to analyze music both from sound and sight.
- Develop skill in composing, arranging, harmonizing, and/or improvising music.
- Understand the factors which make music sound as it does.
- Become aware of the growth of music in perspective through study of eras, composers, and representative music.
- Become aware of the importance of music in all cultures and relate it historically to other academic areas.
- Increase knowledge and skill for the potential professional musician or music teacher.

OCCUPATIONAL EDUCATION

To provide educational opportunities for children, youth, and adults in order that they may:

- Have the skills ncecessary for initial job employment.
- Develop leadership, citizenship, and those skills in human relations which will fulfill occupational, social, and civic responsibilities.
- Have the necessary information to make a choice and to prepare for a career.
- Discover and develop interests and aptitudes as they relate to the world of work.
- Understand our economic system.

AGRICULTURAL EDUCATION

To develop programs that will provide knowledge, skills and abilities needed by youth and adults engaged in or preparing to engage in occupations in agriculture.

To maintain, improve, extend and expand present agricultural programs and to develop and implement new programs to meet the changing needs of people.

To develop leadership, citizenship and those skills in human relations which fulfill occupational, social and civic responsibilities.

To provide career orientation and exploration programs for youth in the business and industry occupations of agriculture.

BUSINESS AND OFFICE OCCUPATIONS

To provide educational opportunities for all children, youth, and adults in order that they may understand our economic system and become a functioning part of our society.

To provide educational opportunities for children, youth, and adults to prepare for careers in business and office occupations.

DISTRIBUTIVE EDUCATION

To develop in students an appreciation for and the importance of the world of work as it pertains to marketing and distribution.

To assist students in exploring their aptitude and abilities which will direct them toward a career in marketing and distribution and aid them in deciding on specific career objectives.

Introduce students to the field of distribution and marketing and to make them aware of the various opportunities.

CONSUMER AND HOME ECONOMICS EDUCATION

Develops self-understanding concerning the dynamics of human behavior and personality development in relationships to the development of one's self-concept.

Improves home environment and quality of personal and family life by giving greater consideration to social and cultural conditions, needs of families, interpersonal relationships, and methods of self-expression.

WYOMING

- Manages material and human resources and demonstrates ability to make decisions for efficient and effective daily living.
- Provides an environment that contributes to individual and family health and safety.
- Realizing that creativity is an important factor in the self-fulfillment process the individual develops creative thinking ability and uses talents and skills creatively.
- Analyzes the social, psychological factors which influence consumer behavior and assumes the role of a responsible consumer.
- Assumes responsibilities and recognizes the rights and privileges of a citizen in a democratic society.
- Skills are developed which will contribute to employability as the individual assumes the dual role of homemaker wage earner.

INDUSTRIAL ARTS

- Discover and develop interests, aptitudes, potentialities, and industrial concepts as they relate to the world of work.
- Create a positive self-concept through the development of social and human relationships required for successful employment.
- Develop problem-solving abilities and foster creativity to meet technological and societal needs.
- Develop competences in the safe use of tools, materials, machines and processes common to American goals.

TRADE AND INDUSTRIAL EDUCATION

- Create a positive self-concept through the development of social and human relationships required for successful employment.
- Discover and develop interests, aptitudes, potentialities, and industrial concepts as they relate to the world of work.
- Develop competencies in the safe use of tools, materials, machines and processes common to American industry.
- Develop problem-solving abilities and foster creativity to meet technological and societal needs.

PHYSICAL EDUCATION

- The student should be able to execute basic human movements *(i.e.,* lift, walk, run, strike, throw) and related sport skills, and have a knowledge of how these movements and skills can assist in developing the total individual.
- The student should be able to successfully cope with his environment by organizing, understanding and applying concepts of space (area body occupies and its relation to objects around it), time (fast, slow, moderate), and force (light, heavy) to daily living.
- The student should develop an awareness and desire to express himself through guided movements (games, sports, dance), enabling him to better interact with other people.

SCIENCE

The individual should:

- Have knowledge of fundamental facts, concepts, principles, laws, and theories of science.
- Have a positive attitude toward the content of science.
- Apply the process of science to his life.
- Have the knowledge to engage in the processes of science.
- Have a positive attitude toward the natural world.
- Have the scientific knowledge necessary to form a personal relationship to the natural world.
- Form a personal relationship to the natural world.
- Have a positive attitude toward the processes of science.
- Apply the content of science to his life.

SOCIAL STUDIES

The learner will:

- Recognize the dignity and worth of the individual.
- Understand the nature of interdependence.
- Understand the necessity for economic efficiency.

–Understand the necessity for emphasis on humanism.
–Have strategies for detecting social problems and critical thinking processes for reformulating them.
–Actively participate in utilization of his social knowledge.

PUPIL PERSONNEL

In its broadest sense, the goal of Pupil Personnel Services is to help make the physical, emotional, and social conditions that will facilitate maximum development of the potential skills, insights, and understanding accessible to the total individual in order to make possible an educational program for each child that is commensurable with his individual needs, interests, and aptitudes.

S E A R PUBLICATIONS

Report Number

1 *Bibliography of the State Educational Accountability Repository.* Revised April 1973.

2 *Legislation by the States: Accountability and Assessment in Education.* Revised August 1973.

3 *Education in Focus: A Collection of State Goals for Elementary and Secondary Education.* November 1972.

4 *State Goals for Elementary and Secondary Education.* Revised September 1973.

5 *Characteristics of and Proposed Models for State Accountability Legislation.* April 1973.

6 *Accountability: A Bibliography.* July 1973.

7 *Predictors of Achievement: A Bibliography.* September 1973.

Copies may be obtained from:

STATE EDUCATIONAL ACCOUNTABILITY REPOSITORY
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702